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ABSTRACT

The Reconnecting Youth (RY) program offers a carefully designed, research-validated model for building strength and competence in at-risk students, transforming risk into resilience. This manual was written to assist group leaders in implementing the RY program. The overall purpose of the program is to reach high-risk youth, who are on a potential drop out trajectory. The point of the program is to reach these youth before they drop out of school. While the intended recipients of the RY program are at high risk of school dropout, the content of this program would benefit most high school students. Most of the chapters are devoted to detailed group session plans for implementing the program over a 5-month school semester. The introduction provides a synopsis of the structure, objectives, and key components of the program. The second chapter contains practical information on starting an RY group, focusing on the background and organizational framework of the program as well as the phases of group development and how group processes are integrated with skills training. "Getting Started: The First 10 Days" provides specific plans for each of the first 10 days in RY. A chapter is devoted to each of the four major units of the RY program: (1) "Self-Esteem Enhancement"; (2) "Decision Making"; (3) "Personal Control"; and (4) "Interpersonal Communication." Following these four chapters are additional chapters that focus on system-level interventions necessary to reconnect youth to the larger school network, to prevent suicide, and to evaluate the effectiveness of RY program implementation and outcomes. A separate section focuses on social, recreational, and school activities. Another section describes how to develop or enhance a school-based crisis response plan. A section concentrates on the necessary process and outcome evaluation tools to assess the effectiveness of RY. As an aid to the RY group leader, an index of all sessions is included. (Contains 18 references.) (SLD)

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ED 419 872

RECONNECTING YOUTH

A PEER GROUP APPROACH TO BUILDING LIFE SKILLS

Leona L. Eggert
Liela J. Nicholas
Linda M. Owen

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FOREWORD

FOREWORD

Modern schools are encountering a growing number of students whose lives are marked by alienation, irresponsibility, and lack of purpose. They carry into schools more than their bookbags, dragging along the baggage of family crisis, negative peer influence, and the breakdown of community values. The most seriously troubled are angry and adult-wary. Unable to trust even well-meaning adults, they get entangled in conflict with authority, gravitate to anti-social peers, or withdraw in futility and despair.

For many students from high-risk backgrounds, school offers the last window of opportunity for changing the life trajectory of failure. Reaching these students entails reconnecting them with teachers, positive peers, and the school experience. While many educators are concerned about these youth, what has been lacking is a practical program for action—a school-based curriculum with teacher-friendly methods. Eggert, Nicholas, and Owen address this need with the *Reconnecting Youth* program, which brings together in one resource a wealth of tested methods and materials.

A growing body of research and practice shows that a successful program for students at risk will require the orchestration of different methods to meet the diverse needs of students:

- A successful school-based program must be grounded in teaching skills and cultivating strengths, for this is the legitimate role of the school. While educators must be concerned about emotional development of students, they are not in the business of curing psychopathology. However, as this curriculum demonstrates, schools can make major contributions to mental health by teaching students effective strategies for learning and living.
- Because adolescents are peer-oriented, a successful program must help students connect to positive peer relationships and must use peers in helping one another. Young people are notoriously effective in sabotaging any intervention that seems to be imposed on them by adults aiming to manipulate their behavior. *Reconnecting Youth* provides the tools for educators to become effective group leaders in developing positive student cultures.
- Students need practical skills in managing stress and in controlling anger and other potentially destructive emotions. They need social skills

and decision making strategies. They need to be empowered to take charge of their lives and develop a sense of self-control and self-confidence. *Reconnecting Youth* presents a wealth of activities and assessment tools to provide students with specific strategies for self-management.

- Research shows that school failure leads to lowered self-esteem; many of these students, then, are likely to disconnect from school and gravitate to peers who also devalue school. Paradoxically, hanging out with delinquent associates can then serve to buttress shaky self-esteem by offering a counterfeit route to gaining acceptance. These students don't need a "feel good" self-esteem program, but rather an environment that fosters the foundations of self-esteem. I have called this "the four A's of empowerment": attachment, achievement, autonomy, and altruism. Each of these developmental needs is addressed by this curriculum.
- Finally, undergirding all successful school programs are concerned teachers who refuse to accept failure and demand responsibility instead of obedience from young persons. As the authors of this book show, no amount of technique can eliminate the need for an adult who communicates hope and acceptance to discouraged youth, and provides for them an ever-present model of caring human relationships.

When all of the foregoing elements are present in synergy, the result is a powerful, positive learning environment. *Reconnecting Youth* offers a very carefully designed, research-validated model for building strength and competence in children on the edge, thereby transforming risk into resilience.

— Larry Brentro
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PREFACE

ABOUT RECONNECTING YOUTH

WHAT THIS BOOK IS ABOUT AND WHO IT IS FOR

Reconnecting Youth: A Peer Group Approach to Building Life Skills details a multifaceted, school-based prevention program called "The Personal Growth Class" by some of the early student participants. The overall purpose of the program is to reach high-risk youth, who are on a potential dropout trajectory. The point of the program is to reach these youth before they drop out of school and before they become increasingly involved in alcohol and other drug use, and/or other problems such as depression, suicidal behaviors, aggression, and violence.

This book was written to assist group leaders in implementing the *Reconnecting Youth* program. It was written with professional school personnel in mind: teachers, counselors, school nurses, and other human service professionals who work with youth. It is particularly intended for those professionals who are interested in and already work well with high-risk youth, often our forgotten youth.

POTENTIAL USES AND SETTINGS

Reconnecting Youth was originally designed for high school students in grades 9–12. High schools are an ideal setting for prevention programs. School is central to an adolescent's development and socialization; it is a place where bonding to either *prosocial* or *deviant* friends occurs and is reinforced. Unfortunately, school is also a place where adolescents experience failure and are exposed to drug use; early signs of both problems ultimately emerge in student behaviors at school. For this reason, teachers are often the first to recognize early warning signs of poor school bonding or drug involvement. Given this reality and the fact that our youth spend a large part of their day in school, school can be an ideal place for prevention programs and behavioral change to occur.

While the intended recipients of the *Reconnecting Youth* prevention program are at high risk of school dropout, the content of this program would benefit most high school students. It is during the high school years that adolescents find themselves exposed to a less sheltered world, to more opportunities, and to choices that have the potential for positive or negative consequences in their lives. Both the content and process of the *Reconnecting Youth* are developmentally tuned to adolescents' needs.

Although the program was designed to be implemented in high school settings, it can be adapted for use in diverse settings by an astute, experienced adult leader. Any setting where youth are served is a potential setting for the prevention program. Just a few places where high-risk youth might be found are community mental health and drug abuse prevention centers, public health clinics, private practice settings, and juvenile correction facilities or detention centers. Other settings where typical youth might be found and where the program could be implemented in whole or in part are recreation centers, churches, community youth clubs, or summer camps. The hope is that creative adult leaders working with adolescent youth will recognize the potential of the prevention program described in this book and be able to adapt its implementation to their current setting.

HOW THE BOOK IS ORGANIZED

Most of the chapters in *Reconnecting Youth* are devoted to detailed group session plans for implementing the program over a five-month school semester. Several sections, such as the introduction and the concluding chapters, provide important background and planning information to consider prior to implementing the program. The following pages briefly describe each chapter.

Introduction Chapter

The introduction provides an overview in three parts. *Part I* gives the reader a synopsis of the structure, objectives, and key components of *Reconnecting Youth* (called *RY*, for short). *Part II* describes the history and development of the program: what we learned from getting to know and understand the youth we intended to serve, and how this understanding shaped the conceptual framework for *RY*. Characteristic risk and protective factors of high-risk youth and their typical disconnections guided the creation of specific strategies to be implemented on a day-to-day basis with these youth to reconnect them to school, family, and community. *Part III* of this chapter retraces research findings of the efficacy of the *RY* program. Both statistical evidence and personal accounts from the youth attest to positive gains made by program participants related to three major program goals: increased school achievement, reduced drug involvement, and decreased suicide-risk behaviors.

With this introduction the reader should have a clearer profile of the intended students for whom the prevention program was designed and an understanding of how our knowledge of these youth informed the design and framework for *RY*. The reader should also gain an appreciation of the fact that prevention can work!

Planning and Preparation

This second chapter, on starting an *R*Y group, gives practical information for people who intend to implement the program. Of particular relevance to *RY* group leaders is the background information about the program and its framework of integrated group work and skills training. The organizational framework and the *RY* group model are detailed. This chapter also covers the group phases to expect, how group processes are integrated with skills training within each of the four major units of *RY*, a typical daily agenda in *RY*, and how to monitor student progress by using the evaluation tools provided. A special cautionary note is provided about keeping sight of *RY* goals in light of students' frequent life-crisis situations. The tips for teachers and tips for parents come from recorded experiences of the authors and associates who implemented *RY*.

Finally, this chapter covers key issues for administrators and group leaders to consider before implementing *RY*. Among other things, these include initial planning procedures, administrative leadership and support, identification and selection of the *RY* participants, selection of the ideal *RY* group leader, and group leader training, ongoing support, and consultation.

An appendix to this chapter contains a master plan detailing the *RY* program, week-by-week and day-by-day. This plan gives the group leader an overview, at a glance, of the 18- to 20-week semester course. The group-focused *Getting Started: The First 10 Days* unit is designed to last two weeks, while the *Self-Esteem, Decision Making, Personal Control,* and *Interpersonal Communication* units are designed to last about four weeks each. The appendix also provides materials that are key to a successful beginning for *RY,* such as an outline of the *Invitation to RY* and an *RY Planning Checklist* for the leader.

Getting Started: The First 10 Days

Specific plans for each of the first 10 days in *RY* are provided in this chapter. These are given special emphasis because these first two weeks of *RY* are critical for setting a tone in which a positive peer culture can develop and for motivating the group participants to accept and set personal goals for achieving the three *RY* program goals.

The Four Major *RY* Units

A chapter is devoted to each of four major units in the *RY* program: *Self-Esteem Enhancement, Decision Making, Personal Control,* and *Interpersonal Communication*. These chapters include the day-to-day "lesson plans" for the integrated group work and skills training. Each chapter begins with background material for the group leader, proceeds with day-by-day group session plans, and contains master copies for making related student handouts.

Following these four chapters are additional chapters that focus on system-level interventions necessary to reconnect youth to the larger school network, to prevent youth suicide, and to evaluate the effectiveness of *RY* program implementation and outcomes.

Social Activities and School Bonding

A separate section at the end of the book focuses on social, recreational, and school activities. These interventions are designed to foster school bonding and reconnect high-risk youth to school and to health-promoting prosocial activities. This component of the program specifically addresses young people's needs for fun activities that are alternatives to either loneliness and depression or drug involvement.

Crisis-Response Plan

An entire section of the book focuses on how to develop (or enhance) a school-based crisis response plan. We found it necessary to establish these guidelines when implementing the school-based *RY* program because many of the high-risk youth were also depressed and had suicidal thoughts or behaviors. This section of the book details how a school and community can prepare to implement the crisis plan and prevent suicide, respond to suicide or accidental death, and use post-suicide interventions. The appendices in this section give detailed guidelines for classroom teachers, crisis intervention instructions for how to help suicidal youth, and other sample staff in-service training guidelines.

Evaluation Tools

This section of the book includes the necessary process and outcome evaluation tools for assessing the effectiveness of *RY*. First, *process* evaluation tools are provided to measure three aspects of program implementation—*skills training content delivered,* the *RY leader's competencies,* and the *RY group competencies.* Some of these tools are scheduled for daily use, whereas others are designed for weekly or monthly use. Instructions for use and coding are provided for each tool. Second, *outcome* evaluation tools and methods are provided to measure changes in the three major program outcomes: *school performance, drug involvement,* and *emotional well-being.*

Problems/Issues Index

As an aid to the *RY* Group Leader, an index of all sessions is included in the book. It is organized around the typical risk and protective factors addressed in *RY: Anger, Attendance, Conflicts, Depression, Drug-Use Control,* and so forth. For example, for the concept *Anger, RY* sessions are grouped and indexed in terms of "coping strategies," "evaluating," and "monitoring"; under each of these headings, the titles, units, and targeted skill levels of appropriate group sessions are provided. In this way, *RY* can also be taught by "concept," integrating the units of *Self-Esteem Enhancement, Decision Making, Personal Control,* and *Interpersonal Communication.* This method is particularly useful during the latter phases of the group when repetition and integration are called for.

PROCEEDING TOWARD *RY* IMPLEMENTATION

Prior to implementing the *Reconnecting Youth* program in the form of a group, you should first read the introduction carefully because it contains important overview material to be understood about the *Reconnecting Youth* prevention model. Next, study *Planning and Preparation* for guidelines for administrators and group leaders. This material points out essential issues and procedures to follow in order to get off to a good start through careful planning and preparation. Finally, it will be important to thoroughly study and understand all aspects of *Getting Started: The First 10 Days.* These first 10 sessions were deliberately designed to be a "microcosm" of the whole *RY* experience. They introduce all elements of the group process and content that are then revisited throughout the remainder of the program. With this overview, you should be ready to begin. The task then is to review the next sections sufficiently in advance to know where you are going in relation to the Master Plan and to stay a step ahead of the group!

It may be wise to consider special training for the *RY* group leader. Please contact the publisher, National Educational Service, for information about training by the authors. We wish you well in your endeavors to reconnect youth to school, to family, and to the community through the *RY* experience. As one of our associates said, "This isn't an easy thing we are trying to do! It's never give up, never give in!"

INTRODUCTION

INTRODUCTION

The purpose of this chapter is to explain key aspects of the *Reconnecting Youth* prevention program. It includes an overview of *Reconnecting Youth* structure and objectives; the history and development of the program; its focus on youth who are disconnected from school, family, and community; and its conceptual framework. Evidence of the effectiveness of *Reconnecting Youth* for increasing school achievement, reducing drug involvement, and reducing suicide-risk behaviors concludes the chapter.

The material in this chapter provides the rationale for why this program should be integral in high schools, for the purpose of reconnecting youth who are disenfranchised with school and suffering the consequences of these disconnections. The chapter presents the backdrop for understanding the ensuing chapters: the "nuts and bolts" of implementing *Reconnecting Youth*.

PART I: A BRIEF DESCRIPTION OF *RECONNECTING YOUTH*

OVERVIEW OF DESIGN AND STRUCTURE

Reconnecting Youth, called *RY* for short, is designed to be a regular high school class in a high school's curriculum. The course is intended to be delivered in daily class sessions, typically 55 minutes per class, during regular school hours. The core *RY* course is one five-month semester long (usually 90 class periods). (An optional second semester has been designed and taken by some youth for the purposes of continued growth and relapse prevention.)

Specially selected and trained school personnel are the intended group leaders for *RY:* for example, a high school teacher, counselor, or school nurse. The ideal group leader-to-student ratio is no more than 1:12, in concert with the small-group work model.

The program explores, in a timely way, the decisions high-risk youth face and the consequences of actions taken based on their decisions. The students in *RY* are encouraged and stimulated to benefit from the program in specific ways—at school, at work, with friends, and at home—by developing a greater sense of personal control, adaptive coping behaviors, supportive communication skills, and improved interpersonal relationship skills.

RY is unique in that it . . .

- is a comprehensive, sustained, semester-long intervention
- is psychoeducational (i.e., integrates small-group work and life-skills training models)
- includes a peer-group support component
- is explicitly designed to modify known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
- is explicitly designed to enhance personal and social protective factors
- has demonstrated effectiveness for increasing school performance and for reducing drug involvement and suicide risk
- was implemented and evaluated using a partnership model between students, school personnel, parents, and a team of prevention researchers.

GOALS AND OBJECTIVES OF *RY*

The *RY* program has three central *outcome* goals. Specific objectives for each of these goals are as follows:

Goal 1: To increase school performance

Specific objectives are to *increase school performance* by increasing school bonding and thereby increasing school attendance (across all classes), increasing GPA (grade point average across all classes), and increasing the number of credits earned per semester toward graduation.

Goal 2: To decrease drug involvement

Specific objectives are to *decrease the frequency of alcohol and other drug use* by increasing drug-use control and by decreasing adverse drug-use consequences experienced with friends, with family, at school, and with the law.

Goal 3: To decrease suicide risk

Specific objectives are to *decrease suicidal thoughts and behaviors* by decreasing specific risk factors (depression and hopelessness, anger control problems, stress) and increasing specific protective factors (self-esteem, personal control, and social support from peers, family, and school).

KEY *RY* PROGRAM COMPONENTS

Reconnecting Youth combines four key program components. It involves and encourages both the support of parents and the larger school system in goal achievement for its at-risk youth participants. A partnership among the parents, the *Reconnecting Youth* teacher, school personnel, and the students themselves provides for:

1. *support and caring*—to enhance a feeling of acceptance and belonging
2. *skills training*—to enhance protective factors and greater resiliency
3. *monitoring*—of school achievement and attendance, drug involvement, and moods to help establish and maintain control
4. *school and parent reinforcements*—to enhance goal achievement and prevent relapse

The fundamental program component of *RY* is *group work,* in which *social support* is exchanged daily between the group leader and peer group members. The heart of the program is the group leader, whose task is to facilitate the development of a *positive peer-group culture,* characterized by:

- group belonging,
- support and help from peer-group members, and
- support and help from the group leader.

A second essential program component is *life-skills training.* Through the group support and belonging, skills training is integrated and the program goals are achieved. *RY* is designed to foster *four* primary personal and social life skills:

- self-esteem enhancement skills
- decision making skills
- personal-control skills
- interpersonal communication competencies

The *monitoring* component is critical to helping youth gain awareness of their need for behavior change and for charting their progress toward success. The additional *school and parent reinforcement* components foster the development of a broader network of support and social activities for helping high-risk youth achieve the desired behavioral changes. Thereby, they assist in program goal achievement and in preventing relapse of problem behaviors.

In this small-group class, the students share their true feelings about many personal problems, including drug use. A key concept is that *problems are an opportunity for growth.* Many students already understand that their personal and school problems are linked with drug involvement. They have shared that they use drugs as a means of escaping emotional turmoil or family distress, or that their truancy, school problems, or depression are linked to their drug use (Eggert, Thompson, Herting, & Nicholas, 1994a; Thompson, Moody, & Eggert, 1994). Thus, the *RY* group leader must help the students further explore these consequences and take steps toward changing their drug-using behaviors. An intermediate goal is to assess current drug involvement behaviors and set goals with students to reduce levels of drug use, on an incremental basis, toward no use. The *RY* approach is to assist high-risk youth "to become and be" drug-free.[1]

After developing a supportive group environment and acquiring the basic life skills, the group applies and practices these life skills in addressing the students' real-life problems. Booster activities reinforce understanding, use, and competency of the new skills, both within and beyond the *RY* group. By using the students' real-life problems, beliefs, and values, the program promotes cultural sensitivity in multicultural groups. Cross-cultural understanding and acceptance are prominently featured and promoted.

PART II: HISTORY AND DEVELOPMENT

The development and framework for *RY* were largely informed by early descriptive studies of high-risk youth by Eggert and her colleagues. It was an interactive process; it was an iterative learning experience. The results were several major contributions to the current program.

1. An analysis of the *appeals* of skipping classes and "usin' an' dealin' drugs" informed the design and choice of the key elements, the "nuts and bolts," of *Reconnecting Youth* (Eggert & Nicholas, 1992).
2. An analysis of these high-risk youths' vulnerabilities highlighted the links between their risk factors, corresponding deficits in protective factors, and three major co-occurring problems: school deviance, drug involvement, and depression/suicidal behaviors (Eggert & Herting, 1993; Powell-Cope & Eggert, 1994; Thompson, Moody, & Eggert, 1994).

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[1] Federal law requires a clear "no-use" message related to alcohol and other drug use. For more information on federal drug-prevention requirements for schools, contact the National Clearinghouse for Alcohol and Drug Information.

3. The results helped develop a model for identifying and selecting high-risk youth for the *RY* program (Herting, 1990); and in constructing and testing a much-needed measure of adolescent drug involvement (Eggert, Herting, & Thompson, in press; Herting, Eggert, & Thompson, in press).

What we learned from these studies gave us a much clearer picture of the youths' needs and helped us to fashion and incorporate specific prevention strategies into the *RY* prevention program.

CHARACTERISTICS OF HIGH-RISK YOUTH TARGETED BY *RY*

What we learned from *Skippers*

In the early phases of planning a dropout-prevention program for these youth, Eggert and Nicholas (1992) conducted an *ethnography* of *Skippers,* an investigation into their culture and norms at school and an assessment of their needs. These studies uncovered aspects of *Skippers'* experiences with friends, teachers, and parents that actively shaped their problems at school. For example, they frequently engaged in truancy or "skipping" classes and in drug use while skipping (Eggert & Nicholas, 1992; Eggert & Herting, 1993); these behaviors resulted in many negative consequences for them at school, at home, with friends, and with the law. These studies also provided an understanding of their specific risk factors and their strengths. Understanding these characteristics was essential *before* attempting to design a prevention program tailored to their needs.

Analyzing *Skippers'* talk, Eggert and Nicholas (1992) synthesized key themes that explained *Skippers'* truancy, poor school performance, and drug involvement, along four dimensions:

Belonging vs. Not Belonging—Skippers evidenced:

- a strong need for group belonging
- strong bonding to drug-using peers
- weak conventional school bonding
- low levels of teacher support

Excitement and Play vs. Work—Skippers' talk reflected:

- a strong motivation for "fun" and risk-taking
- divergent action-oriented learning styles
- boredom with classroom activities
- misconceptions of drug use as "harmless"

Power and Control—Skippers' talk also reflected a:

- low degree of personal control
- high degree of pushing limits
- naivety in decision making
- poor environmental limit setting
- serious miscommunication with family and school people

Winning/Losing; Being "Smart" vs. Not Caring—Skippers' talk revealed:

- they were perceived by teachers and classmates as "losers"
- they didn't care about school
- there was a poor fit between their learning style and the existing curriculum and typical teaching methods.

What we learned about their risk and protective factors

Additional studies of these high-risk youth confirmed much of the above, as well as spotlighting their specific risk factors and their deficits in protective factors. Eggert and her colleagues found that these high-risk youth were not like the "typical" high school student in four domains: *personal, peer group, family,* and *school.* Compared to the typical high school student, high-risk youth evidenced significantly:

- more emotional distress (stress, depression, and thoughts of suicide) with lower self-esteem and life satisfaction
- greater alcohol and other drug use, with less drug-use control and more negative consequences with friends, family, and at school because of their use
- more friends who also were drug-involved, skipped classes, didn't care about school, and got into trouble with the law
- greater family disruption and distress and greater parental and sibling drug use
- more negative school experiences and less school bonding; being behind in credits earned toward graduation; more absences from classes; and lower grades, despite being reasonably bright
- less social support from multiple people in their social networks, including family, friends, classmates, and school personnel (Powell-Cope & Eggert, 1994)

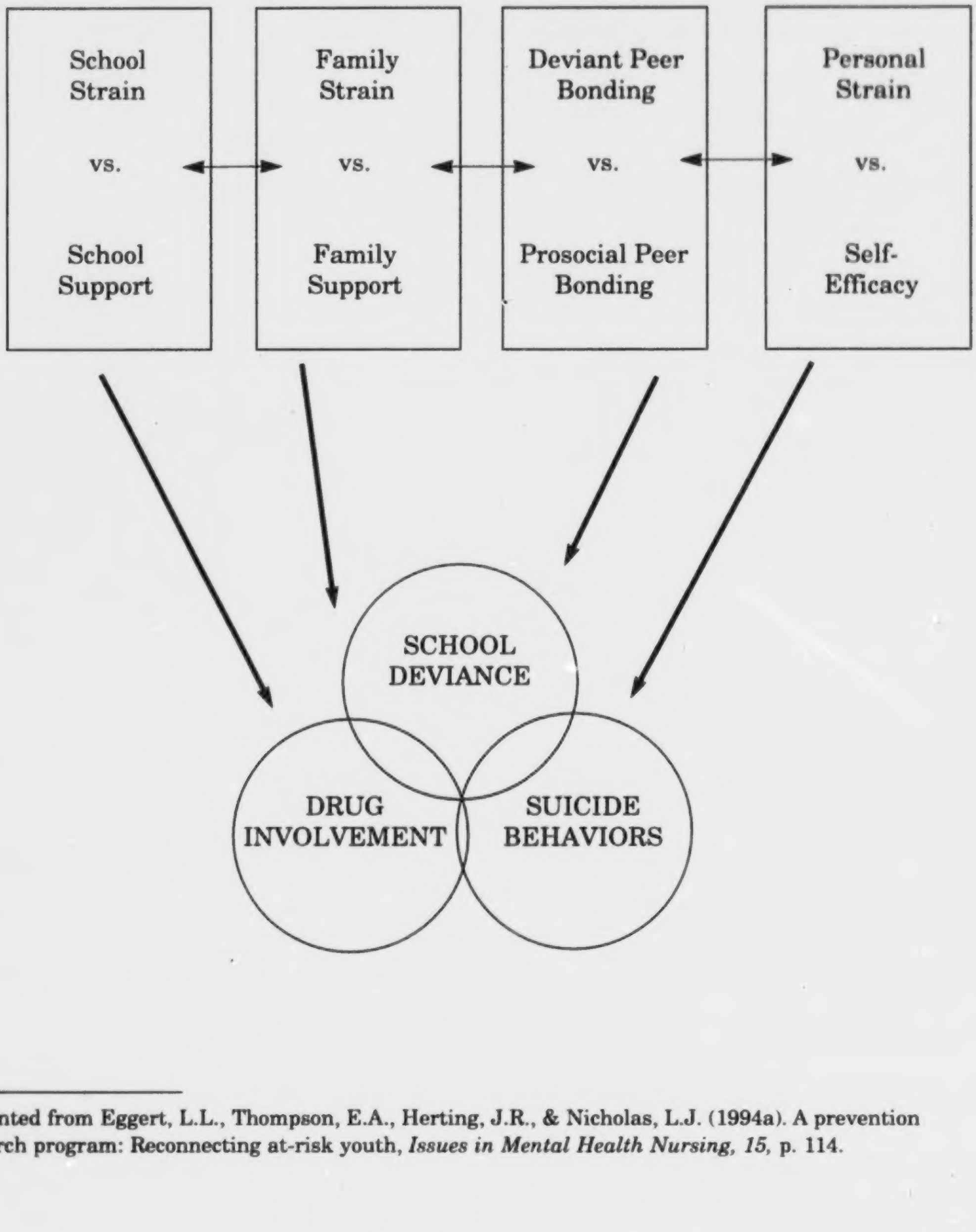
Forty to fifty percent of these high-risk youth also experienced serious levels of depression, hopelessness, anger, and suicidal thoughts and behaviors, illustrating the links between drug involvement, potential school dropout, and suicidal behaviors (Thompson, Moody, & Eggert, 1994).

Summary profile of high-risk youth

Perhaps the most important contribution of these studies was an understanding of *Skippers* within their school context and of the strong links between potential school dropout, drug involvement, depression, and suicidal behaviors. Just as important, however, the ethnographic studies pointed to the need for designing preventive intervention strategies that were culturally relevant to *Skippers.*

A synthesis of the profile of vulnerabilities evidenced among youth at high risk for school dropout is depicted in Figure 1. This picture shows that four interconnected domains of risk—and corresponding deficits in related protective factors—are common dimensions influencing the interrelated problems of school deviance, drug involvement, and suicidal behaviors.

FIGURE 1.
PROFILE OF RISK AND PROTECTIVE FACTORS LINKED WITH INTERRELATED OUTCOMES FOR YOUTH AT HIGH RISK FOR SCHOOL DROPOUT*


School Strain
vs.
School Support
Family Strain
vs.
Family Support
Deviant Peer Bonding
vs.
Prosocial Peer Bonding
Personal Strain
vs.
Self-Efficacy
SCHOOL DEVIANCE
DRUG INVOLVEMENT
SUICIDE BEHAVIORS

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*Reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., & Nicholas, L.J. (1994a). A prevention research program: Reconnecting at-risk youth, *Issues in Mental Health Nursing, 15,* p. 114.

CONCEPTUAL FRAMEWORK FOR *RECONNECTING YOUTH*

Implications from our studies of *Skippers*

A critical challenge we faced next in the development of *RY* was to draw implications from these studies for actual program components and specific interventions. This meant heeding the key norms of *Skippers: belonging, excitement, control,* and *winning* (Eggert & Nicholas, 1992).

Consequently, we reasoned that:

- the program must meet participants' needs for inclusion and excitement while teaching them how to be winners, stay in control, make wise decisions, and evaluate potential consequences of their choices.
- belonging to a program peer group and acceptance from a special teacher should promote becoming a school "insider."
- experiential learning opportunities should promote school as being exciting versus boring; study skills training and peer tutoring should decrease academic deficits and promote winners versus losers. ,
- resistance skills training and weekly progress reports should reinforce staying in control.
- systematic decision-making skills training should promote the ability to discriminate between serious versus harmless consequences of deviant behavior.

Taken together, the program should thus motivate *Skippers* to "drop into," rather than to drop out of school.

Implications from *RY* teachers and students to date

Our conceptual framework was further modified and confirmed during the implementation of *RY*. One of the clearest pictures of these youths' disconnections with school and what they need *to reconnect to* came from the *RY* teachers' and students' perspectives. These are displayed in the box titled *At-Risk Youths' Disconnections from School.*

AT-RISK YOUTHS' DISCONNECTIONS FROM SCHOOL

Teacher's Perspective

Typical Disconnections With Learning/School Experience

- Family Situations
- Attendance
- Emotional disconnections
- Drug-use
- Little personal relevance to going to school
- Few school-related goals
- Lack of self-esteem
- Blaming others
- Stereotyping by staff and students
- Many are predominately right-brained people in a left-brain dominated school setting
- Many prefer motor to visual and auditory learning styles

What They Need in a Learning Environment to Reconnect

- Staff members and peers who will listen, care, support, and be consistently "there for them"
- Help to establish "internal locus of control"
- Communication skills to deal with family and teachers
- Applicable, incremental goal-setting sessions involving practice and subsequent reinforcement from peers
- Help in building self-esteem
- Assistance in learning to take ownership of problems and see them as an opportunity for growth
- Structured cooperative-learning situations as an opportunity for growth
- Structured cooperative-learning situations to help overcome stereotypes
- Help discovering and using their preferred learning styles
- Options on tests and assignments

Student's Perspective

What Disconnects You From Learning/School?

- "I'm not self motivated."
- "School is boring, dull, and not very challenging."
- "School interferes with other things." (sports, sleep, sun)
- "There is too much emphasis on grades."
- "I don't belong here."
- "Nobody takes an interest in me."
- "High school is not life. I want to start my life."

What Do You Need in a Learning Environment to Cause You to Reconnect?

- Teachers who
    - (1) are enthusiastic about what they're teaching
    - (2) love kids
    - (3) make learning fun
    - (4) share themselves and their experiences
- Teachers who respect you by
    - (1) talking to you personally
    - (2) caring about how you are doing
    - (3) giving you handwritten notes about progress
- More emphasis on improvement rather than grades
- Flexible due dates
- More noncompetitive sport opportunities

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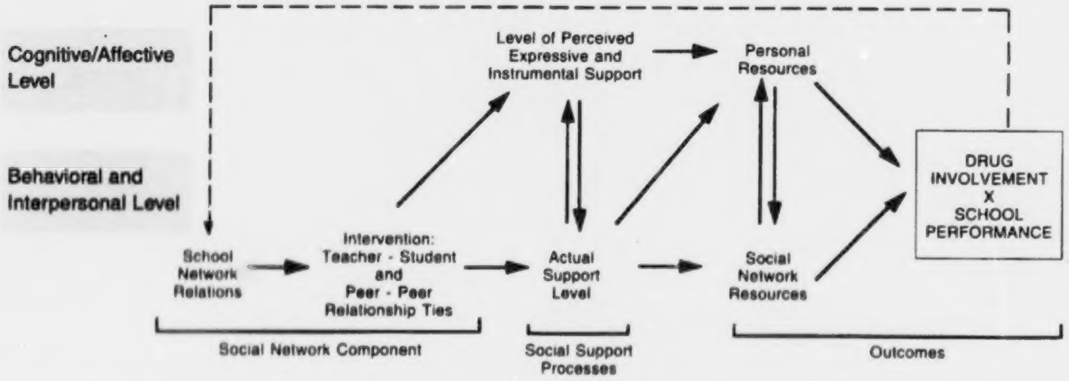
In short, we designed and incorporated strategies to promote enthusiasm for learning and motivation for making significant behavioral and lifestyle changes that would help the *RY* participants reconnect to school, family, and community. Most importantly, approaches were designed that would be appealing to *Skippers,* thereby replacing the appeals of skipping and using drugs.

A social network support framework

As shown in Figure 2, the major *RY* prevention components, processes, and expected outcomes are a *social network component,* incorporating structured teacher-to-student and peer-to-peer relationships. *Social support processes* are characterized by the exchange of expressive and instrumental support (or caring and help) within these teacher-to-student and peer-to-peer relationships. The *immediate program outcomes* are enhanced *personal resources* (e.g., self-efficacy skills) and *social resources* (e.g., stronger school bonding) at cognitive, interpersonal, and behavioral levels. In turn, these acquired resources facilitate increased school achievement, reduced drug involvement, and reduced depression/suicidal behaviors.

FIGURE 2.
INTERVENTION MODEL FOR RY:
THE SOCIAL SUPPORT STRUCTURE AND POSITED OUTCOMES*


Cognitive/Affective Level
Behavioral and Interpersonal Level
Level of Perceived Expressive and Instrumental Support
Personal Resources
DRUG INVOLVEMENT X SCHOOL PERFORMANCE
School Network Relations
Intervention: Teacher - Student and Peer - Peer Relationship Ties
Actual Support Level
Social Network Resources
Social Network Component
Social Support Processes
Outcomes

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*Reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., Nicholas, L.J., & Dicker, B.G. (1994b). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program, *American Journal of Health Promotion, 8,* p. 203.

Program components, guiding principles, and the paths by which the program works are consistent with theories of social support (Lin, Dean, & Ensel, 1986; Eggert, 1985, 1987) and the influence of peer and school networks on adolescents' behavior (Eggert, Seyl, & Nicholas, 1990; Oetting & Beauvais, 1986); cooperative-learning models (Johnson, 1980); an effective positive peer-group program for high-risk youth (Vorrath & Brendtro, 1985); and a social-skills training model for adolescents (Schinke & Gilchrist, 1984).

PART III: EFFICACY OF THE *RY* PROGRAM

The next challenge we faced in the development of *RY* was to implement the program as designed and evaluate whether or not it worked. Several versions of *RY*, representing refinements and improvements to the core curriculum, were implemented and tested between 1985 and 1995. Since its beginning and demonstrated efficacy with over 150 youths in one high school (Eggert, Seyl, & Nicholas, 1990; Eggert & Herting, 1991), the *Reconnecting Youth* program has been tested in five high schools with approximately 600 youths.

Evaluations illustrated the benefits of the program: compared to controls, *Reconnecting Youth* participants showed significantly different trends in increased school achievement, decreased drug involvement, and decreased anger, depression, and suicidal behaviors (Eggert, Thompson, Herting, *et al.*, 1992, 1994a, 1994b, 1995). In addition to reducing these risk factors, the *Reconnecting Youth* participants, compared to controls, showed expected trends in improved self-esteem, personal control, and school bonding—important protective factors against school dropout, drug involvement, and depression and suicidal behaviors.

Results of three major program evaluations are reviewed and presented here. These include: (1) initial pilot studies; (2) *RY* effects on drug involvement, school achievement, and mediators; and (3) *RY* effects on suicide-risk potential and related outcomes or mediators.

INITIAL EVALUATIONS OF *RY*

A study conducted from 1985–1988 provided preliminary empirical support for the efficacy of the *RY* intervention model. Seventy-three high-risk program participants showed a pattern of *decreased* truancy and drug involvement, and *increased* school achievement. On the other hand, 73 high-risk comparison youths showed a significantly different pattern of *increases* in truancy and *declines* in school achievement (Eggert, Seyl, & Nicholas, 1990).

Next, exploratory tests of how the program worked to achieve these positive effects were undertaken. Findings showed that the most significant factor influencing positive outcomes was the *teachers' (*or *group leaders') social support;* it influenced decreased drug involvement (Eggert & Herting, 1991) and greater school achievement in terms of higher GPA and more credits earned per semester (Moody & Eggert, 1994).

RY EFFECTS ON SCHOOL DEVIANCE, DRUG INVOLVEMENT, AND MEDIATING VARIABLES

Compared to the initial program evaluation, research on the program's efficacy since 1989, funded by the National Institute on Drug Abuse, represents a more comprehensive examination of a refined *RY* intervention program with an improved study design and more stringent outcome evaluations (Eggert, Thompson, Herting, Nicholas, & Dicker, 1994b).

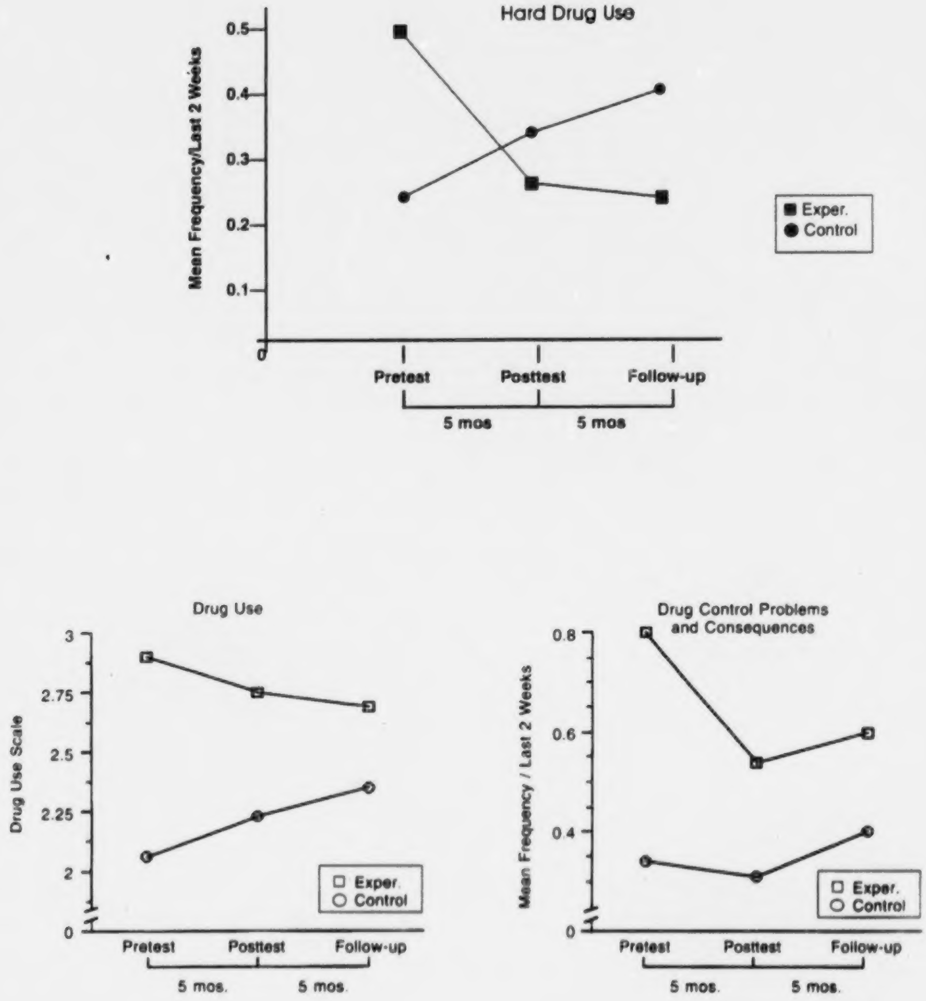
Trend analyses served to compare differences between 100 high-risk controls and 101 youths who completed the one-semester, five-month *RY* program. In all comparisons, changes in trends were compared across three time points: at program entry, at the end of the five-month *RY* one-semester program, and at follow-up, 10 months after program entry. Data sources included those from school records and the researchers' *High School Study Questionnaire: An Inventory of Experiences.*

Results related to drug involvement

Results related to drug involvement were based on questionnaire data. Measures included the frequency with which various types of alcohol and other drugs were used. A scale of the progression of drug use, ranging from alcohol to illicit drug use, and a scale of drug-use control problems and consequences were also used.

As shown in Figure 3, *RY* youth, in contrast to high-risk controls, showed a decline in hard-drug use, a tendency to curb their progression of drug use—from cigarettes and alcohol to hard drugs—and a decline in drug-control problems and consequences. These changes occurred equally for males and females (Eggert, Thompson, Herting, *et al.,* 1994b).

FIGURE 3.
EXPERIMENTAL VS. CONTROL GROUP TRENDS IN DRUG INVOLVEMENT*



Note: Drug Use measured with a 0–6 scale, ranging from 0 = no use; 1 = cigarette use only; 2 = beer/wine use; 3 = hard liquor use; 4 = marijuana use; 5 = illicit drug use other than cocaine; 6 = cocaine use. Drug Control Problems and Consequences measured with a 0–7 point scale for two-week interval with 0 = no drug use, 1 = once, 2 = twice, 3 = 3 times, 4 = several times each week, 5 = almost every day, 6 = every day, 7 = several times per day.

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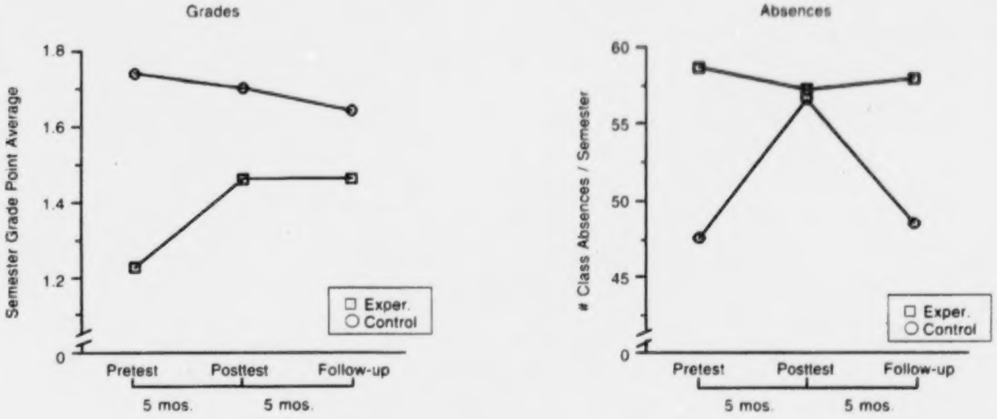
*Figure 3a reprinted from Eggert *et al.* (1992). Reconnecting at-risk youth to prevent drug abuse, school dropout and suicide lethality. Technical report presented to NIMH and NIDA.
Figures 3b and 3c reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., Nicholas, L.J., & Dicker, B.G. (1994b). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program, *American Journal of Health Promotion, 8,* p. 208.

Results related to school performance

Changes in school performance were examined using data from school records for two indicators: semester GPA and class absences across all the students' classes (but excluding the *RY* grade and absences). Shown in Figure 4 are the trends between the experimental *RY* students and high-risk controls.

These findings point to improvements in actual school grades for *RY* students, with little change for the high-risk controls. There were no significant differences in these patterns for males versus females. Moreover, the students' own perceptions of their school achievement (GPA), as measured by self-reports on the questionnaire, mirrored the school-record findings above, indicating that their self-perceptions were accurate (Eggert, Thompson, Herting, *et al.*, 1994b).

FIGURE 4.
EXPERIMENTAL VS. CONTROL GROUP TRENDS IN SCHOOL ACHIEVEMENT*



Note: GPA at program exit calculated with the *Reconnecting Youth* class grade excluded. School absences measured in number of classes missed per semester (90 days, 6 classes per day).

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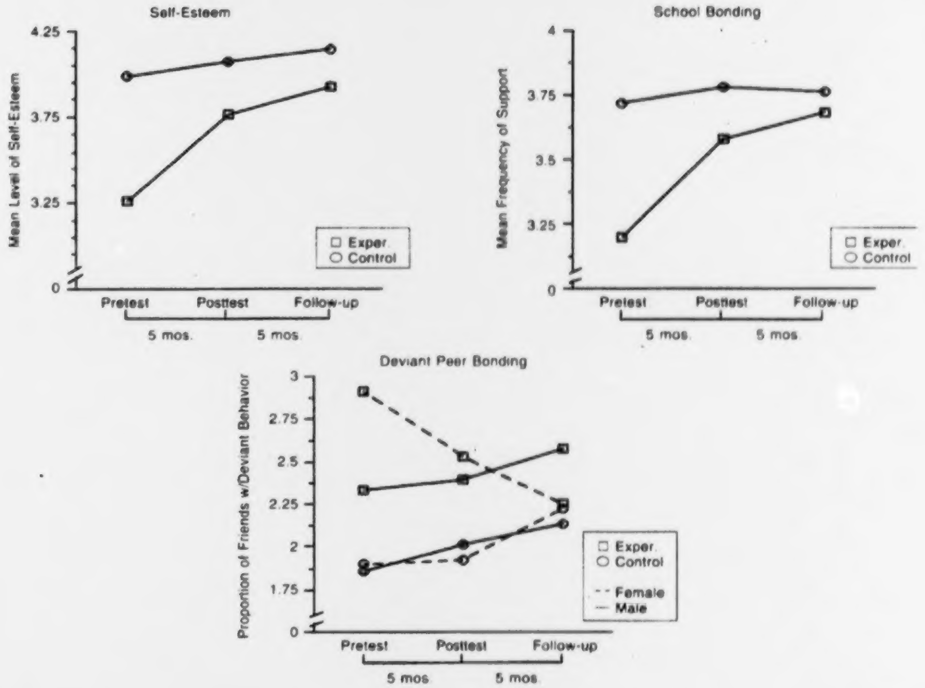
*Reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., Nicholas, L.J., & Dicker, B.G. (1994b). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program, *American Journal of Health Promotion, 8,* p. 209.

Changes in self-esteem, school bonding, and deviant peer bonding

Changes were examined for these three mediating factors, using data from the *High School Study Questionnaire*. We hypothesized that the *RY* program would increase personal and social resources: enhance self-esteem and personal control, weaken bonds to deviant peers, and strengthen bonds to school. The trend analysis findings presented in Figure 5 essentially support the hypotheses, showing significantly different patterns of change between the *RY* youth and the high-risk controls.

Both male and female *RY* youth showed significant improvements in self-esteem and increased bonding to school vis-a-vis relationships with all their teachers. However, only females in the *RY* program evidenced weakened bonds to deviant peers (Eggert, Thompson, Herting, *et al.*, 1994b).

FIGURE 5.
EXPERIMENTAL VS. CONTROL GROUP TRENDS IN MEDIATING VARIABLES*



Note: Self-esteem and School Bonding measured with 0 to 6 frequency scale, 0 = never, 6 = always. Deviant Peer Bonding measures proportion of friends involved in deviant behavior, 0 = none, 3 = about half of my friends, 6 = almost all of my friends.

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*Reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., Nicholas, L.J., & Dicker, B.G. (1994b). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program, *American Journal of Health Promotion, 8,* p. 210.

RY EFFECTS ON SUICIDE POTENTIAL AND MEDIATING VARIABLES

Next, we tested the efficacy of the *RY* program for reducing suicide potential among high-risk youth (Eggert, Thompson, Herting, & Nicholas, 1995). In 1991, the curriculum was modified to include group sessions on depression and anger-management skills training, in response to evidence of high levels of depression and suicide ideation among the *RY* participants.

Three groups were compared who were all at high risk for school dropout, as well as at risk for suicide. All three groups, representing *RY* experimental youth and high-risk controls, received a two-hour therapeutic suicide assessment interview and a one- to two-hour crisis intervention protocol, consisting of a parent contact and a school contact to ensure adequate social support for these youth. The three groups compared were youth who received: (1) the one-semester *RY* experimental group plus assessment protocol; (2) the two-semester *RY* experimental group plus assessment protocol; and (3) an assessment only control group.

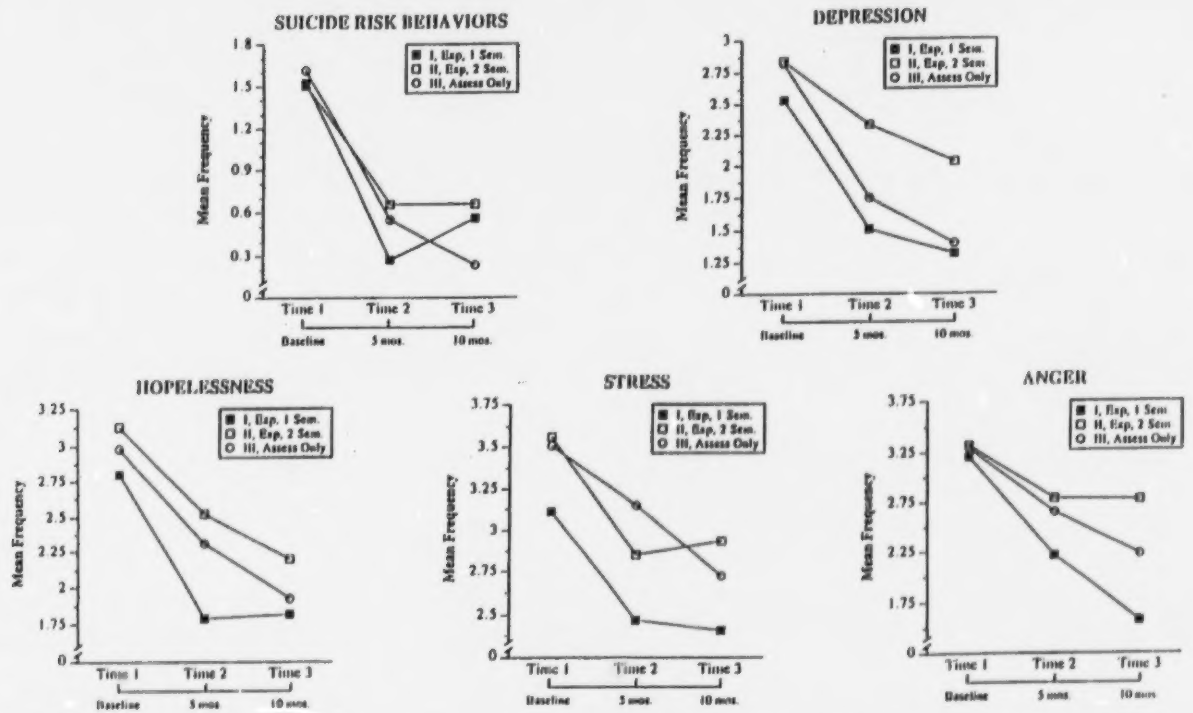
Again, trend analyses were used to compare differences among a total of 105 youths, using a three-group, repeated measures design. Data were used from the *High School Study Questionnaire: An Inventory of Experiences*—at pre-intervention, five-month, and 10-month follow-up assessments.

Changes related to suicide-risk behaviors and related risk factors

These changes were examined using five indicators: suicidal behaviors, depression, hopelessness, stress, and anger. Findings presented in Figure 6 show similar improvements over time among all three groups. All three groups of youth showed sharp declines in suicidal behaviors, depression and hopelessness, perceived stress, and anger, over time.

Surprisingly, all three groups showed significant decreases in these suicide-risk and related-risk factors over the ten months. Moreover, male and female participants were equally likely to report decreases in these risk factors. Importantly, these positive effects could not be attributed to involvement in alternative forms of treatment (Eggert, Thompson, Herting, & Nicholas, 1995).

FIGURE 6.
TREND COMPARISONS FOR SUICIDE-RISK AND RELATED RISK FACTORS*



Note: Outcome variables measured with a 7-point frequency scale, 0 = never, 6 = many times/always; Time 1 = pre-intervention; Time 2 = 5-month assessment; Time 3 = 10-month assessment.

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*Reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., & Nicholas, L.J. (1995). Reducing suicide potential among high-risk youth: Tests of a school-based intervention program. *Suicide and Life-Threatening Behavior, 25* (2), pp. 286.

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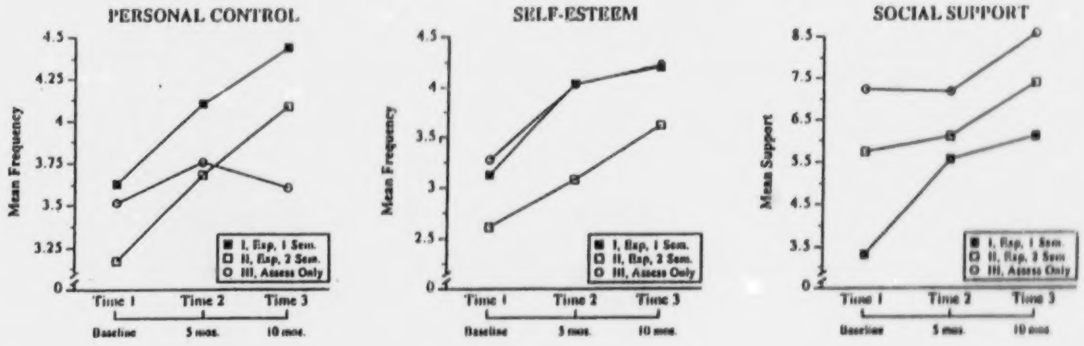
Changes related to mediating protective factors

Changes were examined using three indicators: self-esteem, social support, and personal control. As hypothesized, only the *RY* program produced increases in personal and social resources: enhanced self-esteem, greater personal control, and increased social support. The therapeutic suicide assessment protocol was expected to "do no harm" and enhance social support. Findings are presented in Figure 7; they show both similar improvements and significant differences over time among the three groups as follows:

- Only *RY* students show patterns of marked increases in personal control, a measure of self-efficacy; whereas the group of assessment-only youth shows a significantly different pattern of "no change."
- For social support, all three groups showed increases over time, with the *RY*-I group evidencing the greatest incline, but starting out significantly lower than the other two groups.

FIGURE 7.

TREND COMPARISONS FOR MEDIATING PROTECTIVE FACTORS: PERSONAL AND SOCIAL RESOURCES*



Note: Personal control and self-esteem measured with a 7-point frequency scale, 0 = never, 6 = many times/always; Network social support measured with a 21-point scale, -10 = nonsupportive to +10 = supportive; Time 1 = pre-intervention; Time 2 = 5-month assessment; Time 3 = 10-month assessment.

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*Reprinted from Eggert, L.L., Thompson, E.A., Herting, J.R., & Nicholas, L.J. (1995). Reducing suicide potential among high-risk youth: Tests of a school-based intervention program. *Suicide and Life-Threatening Behavior, 25* (2), pp. 287.

V

WHAT THE *RY* STUDENTS SAY

The *RY* students' opinions about the value of the program provided another source of qualitative data and confirmation of the efficacy of the program. They gave voice in individual and small-group interviews to the meaning the program had for them. Just some of their comments are captured here verbatim to add a level of breadth and texture to the statistical findings already presented.

> *I see a major difference in the way I was and the way I am now. The way I was, I was a wreck—I couldn't handle stress and I couldn't handle other people's problems. Now I realize that I need to put things in priority, basically. I know what's important and what can be put off. Stress management.*

> *I see a lot of difference in my mood control and that goes in with my anger. I used to argue very much with teachers and parents. I wasn't under the influence of alcohol or drugs or anything—it was just that I was really edgy. I couldn't control it. Once I got upset I would just lose it. This class has helped me through mood control—anger control. When I get upset there are things I can do—go to the island—also, we call it STEP—stop, think, evaluate, praise—and that helps you. It helps me because I can say, "OK, for this action I'm going to get this consequence," and so it helps me think before I say anything. Lots of mood control, and my drug use is down. My attendance is great. Like now I'm only absent if I'm sick or if I'm on a field trip. I'm still tardy to class once in a while but I've improved 100%. At the semester I got a 3.1 and I was getting a 1.6—that was last year. I got the most improved GPA award and stuff. I feel that was because of the class. I had that support every day. Go to that class and I've got support.*

> *I kind of learned how I get triggered off—what my trigger points are and what my buttons are. If I get in an argument, like with my parents, I know that I can always take a time out, like for 5 or 10 minutes and go and calm down and think about it. I just don't get as angry as quick.*

What decreased my use of drugs was that I just really didn't want to be in it anymore. I didn't want to do that stuff. It's kinda like I've grown out of it and this class, I think, helped me grow out of it.

I learned how to manage my anger towards my teachers. I had a really rough time with teachers. I don't get along with adults that treat me really rude because it hurts me really bad. He [the Reconnecting Youth teacher] taught me how to relax myself and actually go and talk to them about my problem and not build up my anger inside and then take it out on my friends. And I did decrease my drug use a lot. I really don't use drugs that much anymore, and that helped me a lot. The group support on my drug use helped me the most. And my anger decreased a lot. We did a lot of techniques on meditation and that helped me on my frustration because I'd usually build up a lot of anger inside. I learned how to get it all out. I didn't used to know how to manage my anger so I used to just get angry with my friends and then start fighting with them. I lost so many friends that if I would have kept, I would have been better off. But now I learned how to meet better friends that are better for me and how to keep my good friends that I need to have with me.

The most important part of this to me was being with people I know I could trust. I knew if I was to say something in this class that it wouldn't go outside of the class—that it was for just us to know. Also, the feedback you get. They don't criticize you or tell you you're a bad person for what you did—they help you, not tell you that you were wrong for what you did and stuff like that. This kind of class should be used for kids that were like me, like I was before the class—because I know there are a lot of kids like I was before the class. I think this class needs to be taught for kids that need that extra mile—who need the teacher to go that little extra mile for them.

All of the students quoted above participated in *Reconnecting Youth* in high schools in Bellevue, WA.

CONCLUSIONS AND IMPLICATIONS OF *RECONNECTING YOUTH* RESEARCH FINDINGS

The above evaluation research contributed to the field of prevention in several important ways. First, the research findings demonstrated the efficacy of the *Reconnecting Youth* prevention program for influencing reductions in drug involvement, increases in school achievement, decreases in suicide potential, and increases in personal and social resources believed to protect youth against the co-occurring problem behaviors of school deviance, drug involvement, and suicidal behaviors.

Second, the studies highlighted the importance of targeting high-risk individuals for this *indicated* prevention effort. The *Reconnecting Youth* program evaluation research demonstrated that high-risk individuals can be identified within a school population, and that, when invited to participate, they responded positively to intervention efforts that were designed to be culturally relevant to high-risk high school students.

Finally, the *Reconnecting Youth* school-based prevention program generated results relevant to the development of cost-effective approaches. This prevention program is far more cost-effective than outpatient and inpatient treatment programs or detention and correctional programs. The program established the feasibility, as well as the efficacy, of a school-based prevention approach for promoting healthy adolescent behaviors. The acceptance and success of the program in five high schools demonstrates that the school context is a practical setting for delivering comprehensive yet cost-effective prevention programs for youth who evidence disconnections from school, family, and the larger community. This research lays the groundwork for emerging social policies directed toward prevention services for high-risk youth, especially those engaged in the self-destructive behaviors of rising drug involvement and suicidal behaviors.

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PLANNING AND PREPARATION

PLANNING AND PREPARATION

The purpose of this chapter is to help you prepare for the implementation of the *Reconnecting Youth* prevention program. *Part I* details key issues to consider in the initial planning phases in order to cultivate the school environment for implementation of the program. *Reconnecting Youth* will have its optimum success if it has a broad base of administrative and community support and if it is delivered by an appropriately selected and well-trained *RY* group leader.

Part II speaks to the group leader. It details a comprehensive picture of the *Reconnecting Youth* psychoeducational model, the contents of the entire program, and what it takes to prepare for "getting off to a good start" in implementing a *Reconnecting Youth* group within your high school. This section presents you, the future group leader, with material that needs to be analyzed and understood before moving on to the next chapter on *Getting Started: The First 10 Days*.

Part III is an overview of the program. Each of the chapters in the book is briefly described to provide a "big picture" perspective of the design and content of *RY*. The structure of each unit is also described.

What you can expect in terms of outcomes is dealt with in *Part IV* at the end of the chapter. As one would expect, the program's ultimate effectiveness in helping reconnect youth is dependent upon the degree to which the program is implemented as designed. The higher the quality and the exposure to each of the program elements, the better the expected outcomes for youth in terms of increased school performance, decreased drug involvement, and decreased suicide-risk thoughts and behaviors.

Throughout the chapter we talk about implementing the program in a high school setting because this is the environment for which it was designed and in which it was tested for its efficacy. However, astute administrators and youth leaders who work well with groups of high-risk youth should be able to implement the program in other community settings. By thoroughly understanding the background features covered in this chapter and adapting them as needed, without sacrificing the underlying principles and "dosage" delivered, you will find that *Reconnecting Youth* will work very well in other settings.

PART I: IMPLEMENTATION ISSUES TO CONSIDER

ADMINISTRATIVE LEADERSHIP AND PLANNING

There are several implementation issues that are important considerations in launching the *Reconnecting Youth* program. Effective administrative leadership, community support, and talented *RY* group leaders are essential elements for realizing the potential of a *Reconnecting Youth* class to reconnect youth to school, family, and community. Program success requires the support and active involvement from school and community people. School personnel, parents, and other community officials all have important roles in the lives of high-risk youth. They need to be involved as partners in the implementation process, including participation right from the start in the planning stages. All partners need to coordinate their interests and activities in inviting youth to join *RY*, in supporting the *RY* group leader with specific assistance and resources, and in tracking the *RY* students' performance toward the desired goal achievement. Strong administrative leadership and enthusiastic commitment in this process are key!

Developing a partnership model: Initial procedures

A good place to start building a partnership model is with an assessment process. This may take from a few weeks to several months, varying by the degree of community readiness, commitment, and financial resources available. To initiate this process, we make the following recommendations, based on our experience:

1. *Initiate a series of meetings.* The purpose of these meetings should be both to garner endorsement for the need for the *RY* program and gain the necessary support for its implementation.

   Two groups with whom we found it important to meet were (1) relevant teacher, parent, and high-risk youth groups in the school where *Reconnecting Youth* was to be implemented; and (2) school district administrators, school board members, community leaders, and social service providers.

   Important information these groups will want to know at this stage includes:

   - A very brief overview of *Reconnecting Youth*, addressing the questions, *"What is it?"* and *"For whom is it designed?"* the overview in the *Introduction* provides a good script for this purpose.

- The links with the school's and/or school district's current goals or their mission statement and problems related to preventing high school dropout, adolescent drug involvement, and/or youth suicide, addressing the question, *"Why is it needed?"* The risk factors presented in the *Introduction* and arguments of its cost-effectiveness are important points to make here.
- A brief history of *RY*'s effectiveness as demonstrated by the research findings, addressing the question, *"Does it work?"* Two of the most striking "selling points" have been both the statistical demonstrations of *RY*'s effectiveness and the students' reports of the meaning *it* had in their lives. (Both the graphs in the *Introduction* and the presentation of the *Reconnecting Youth* program on a videotape available from NIDA, *"Coming Together on Prevention,"* work well in representing the program and its efficacy.)
- Proposed funding sources (from state governments, school district budgets, nonprofit organizations), addressing the questions, *"How might we pay for it?"* and *"Why can't we afford not to implement it?"* This latter question addresses the much higher costs to citizens when dropout from high school and its consequences are not prevented.

2. *Follow-up with action-planning meetings.* After there is initial agreement to proceed with implementing the *Reconnecting Youth* program, subsequent planning meetings should include the following issues:
    - confirming the particular schools targeted for implementing *RY*
    - developing a timetable for "start-up": the "where, when, and how" of the *RY* program as detailed in this book
    - securing financial resources, for example, from local school district funds, state governments, and nonprofit organizations
    - designating a competent and supportive program coordinator and setting up administrative leadership and lines of supportive communication for the *RY* group leader(s)
    - selecting the *RY* group leader(s), and providing for training of the leader(s) in the "nuts and bolts" of implementing the *RY* program
    - determining procedures for legal and ethical considerations, addressing the question, *"How does it relate to our existing school, state, and federal policies, especially those related to adolescent drug involvement and suicide-risk behaviors?"*

- establishing the school-based crisis response system of backup support for the *RY* group leader and students
- accessing student data for implementing the high-risk youth selection model (GPA, attendance, credits earned to date, and referrals), then selecting and inviting the high-risk youth to join *RY*
- constituting a support team for ongoing community involvement

Establishing a community support team

RY operates best in an environment of active supporters. School people, parents, youth, and others from local businesses, churches, social services, and judicial systems can collaborate to improve community environments to reconnect at-risk youth to school, family, and community.

The key for school administrators is to determine ways that willing community people can become constructively involved as partners in the school's efforts to implement *RY*. Establishing linkages with community groups and forming alliances to strengthen the overall community support for *RY* should enhance the quality of the program implementation.

Specific ways in which community involvement can add to the success of *RY* include:

- seeking additional funding sources for the implementation of *RY* as needed (e.g., for the social activities and school bonding component)
- adopting a school, providing additional mentoring and tutorial support for *RY* youth, and donating in-kind services and materials to supplement the *RY* group leader's efforts in the classroom (e.g., healthy refreshments as part of the daily *RY* experience)
- helping the *RY* leader provide for drug-free social activities for the students, particularly on weekends and during the summer; besides providing financial support, this includes help in both staging and supervising the activities and school bonding functions
- developing linkages between the business community and the school, teaming up to provide job training for *RY* youth, developing transportation options that link youth with jobs, and providing incentives on the job for these youth to stay in school, return to school, or go on to further schooling
- providing concrete support and services in crisis situations (e.g., from self-help groups and social services in the event of a youth suicide)

Setting up a school-based crisis response plan

One of the problems that we found among high-risk youth was serious depression and high levels of suicidal thoughts and behaviors (Eggert, Thompson, Herting, & Nicholas, 1995; Thompson, Moody, & Eggert, 1994). Thus, implementing *RY* requires a school system crisis-management plan to address the problems of suicidal behaviors that often occur along with the disconnections from school and/or from drug involvement. The school administrator, counselors and other support staff, *RY* group leader(s), and community people must work out a crisis-intervention plan to connect *RY* youth with appropriate and additional resources (besides those in the *RY* group) when needed.

Reconnecting Youth includes a *School-Based Crisis Response Plan* chapter that contains specific instructions for the school administration and staff. Recommendations and checklists are provided for:

- *Prevention*—the necessary steps and preliminary preparation needed by faculty and students for implementing the crisis plan; steps in preventing suicide, including ongoing screening and assessment of suicidal threats and attempts; and steps in educating faculty, students, and parents in early detection and referral-making, help-seeking, and immediate crisis-intervention skills—how to listen, how to respond, and how to get help.
- *Post-suicide intervention*—the necessary steps for a school and community to take in response to a student suicide or accidental death, in order to help the students, faculty, family, and larger community respond to the crisis and prevent suicidal behaviors among others in the school.

The crisis response plan in this book also provides many appendices of actual guidelines for faculty in-service education, for classroom teachers, and for educating students and parents in how to help a friend or child who may be thinking about suicide. Sample announcements to faculty and students and comments to the media are also included. These were all developed in concert with a citizen's advisory council in the school district where the *Reconnecting Youth* program was implemented and tested.

START-UP PLANNING AND PREPARATION FOR IMPLEMENTING *RECONNECTING YOUTH*

Having accomplished the community and school environment readiness tasks listed above, the administrator's focus turns now to the necessary plans and preparations for actually getting *Reconnecting Youth* taught. This involves scheduling the class, identifying the potential pool of high-risk youth participants, seeing that the youth are personally invited to participate in the program, and involving parents in this stage of the process. It also entails careful selection of an appropriate group leader, arranging for initial and ongoing *RY* group leader training and support, and negotiating special working-relationship issues between the school principals and the *RY* group leader. Each of these *RY* "start-up" activities is detailed briefly below.

Scheduling the class

In the *Introduction*, we described the structure of the *RY* class as a regular high school class to be taken for credit. Because it is offered as a regular class, *RY* should be entered into the daily schedule of classes like any other class in the high school curriculum. Another consideration is whether it will be offered as an "elective" or whether it will meet certain *required* credits such as a psychology or health credit. If possible, the latter is preferable because often high-risk youth do not need more "elective" credits; rather, they need alternatives for meeting required credits.

Critical to the success of *RY* is the group leader-to-student ratio. The model of small-group work cannot be implemented in a large class; and when there are more than 12 students in the group, each student does not get sufficient time to talk, to practice the skills, or to demonstrate competencies in role-play situations within the group. Ideally the class size ranges from 10 to 12, so the class registration cut-off should be at 12.

Another important consideration is the time of day the class is offered. The *RY* group leader and administration should work together in deciding when during the school day the class will meet. A morning time may be better, as these students often have difficulty going to their afternoon classes. Another good time to meet is just before or just after lunch, offering the group the opportunity to get together during their lunch period in order to prevent "skipping." Once *RY* students are at school, they are more likely to attend their other classes. See Appendix C at the end of this chapter for a *Start-Up Planning Checklist*.

Selection of high-risk youth procedures

A primary challenge in implementing a prevention program for *potential* school dropouts is to find these youth among a total school population. Our recommendation is to use the identification and selection model that we developed in our tests of *RY*. Jerald Herting (1990) demonstrated that this model was efficient and accurate in predicting potential high school dropouts. The procedures make use of a high school's or school district's computer database.

There are two ways to identify the prospective students for *RY* using the school's database of permanent academic and attendance records.

1. Any student meeting all three of the following criteria qualifies:
    - Below average credits earned for their grade level
    - Top 25th percentile for days absent in the prior semester
    - Sliding grades and a GPA of 2.3 or less, or a sudden drop in GPA of 0.7 or more
2. Any student meeting one of the following criteria qualifies:
    - A prior dropout (for example, in the prior semester)
    - A referral from a teacher, counselor, or administrator as a student who is "high risk," and who meets one or more of the criteria in No. 1 above

One of our strongest recommendations is to identify youth in grades 9 through 12 and then *randomly* select from this sample pool to invite into the class. In this way you will garner a range in the degree to which students have one or more of the three co-occurring problems of school failure, drug involvement, and/or depression and suicide-risk.

We learned that the following blend of youth worked well:

- balance of males and females
- representation of all grade levels
- varying levels of maturity
- varying levels of disconnection or risk factors
- representation from various social groups
- a few youth with strong leadership attributes who have already started to improve

We deliberately screened out youth who had diagnosed behavioral problems (those qualifying for special education) and youth who were abusing drugs. We referred these youth to special education programs and/or to a drug treatment program as needed. Also, we found that it is very difficult to develop a positive peer-support group when most or all of the youth are "worst cases," such as seriously depressed or on the very edge of being suspended from school. There seems to be insufficient "energy" for behavioral change within such a group. Also, it is difficult to develop a positive peer-support group if several youth are from the same *clique* or social group. There is powerful pressure for them to continue to act out, be resistant, and negatively influence the other youth in the group.

In other words, an *RY* group works best when it reflects *heterogeneous* youth across age, gender, ethnicity, maturity level, and the three presenting problems. Not surprisingly, you can achieve this blend when selecting and inviting *randomly* from the list of identified high-risk youth.

Invitation to *RY* procedures

Students from the identified pool of eligible students should be invited individually and in person. This is done because we discovered that these youth are typically *invited personally* to join a group who plan to "skip" school and engage in drug-using activities (Eggert & Nicholas, 1992). A personal invitation to belong to something special is powerful.

The invitation to *RY* is best done in person by the *RY* group leader. During the invitation process, you, the *RY* leader, should explain the purpose of the class in the most positive terms possible. Use words that the students can understand and that communicate that *RY* is about hope, support, and success in school. Also, explain the goals and expectations for the class. It is useful to work from the *RY Invitation Outline* (see Appendix B at the end of this chapter) so that all students get the same message.

You need to make your invitation motivational. At the same time, you need to clearly communicate to the student that the group will be working on three major goals: improving school grades and attendance, reducing drug involvement, and improving ways to handle self-destructive moods like depression and anger. Also emphasize how *RY* will be different from a typical class—that everyone who joins belongs, and that together the students give and receive support in working on their shared goals. Convey your excitement about the class, how much students in the past have gained from this experience, and how much you'd like to see the particular student you're talking with join the group.

Involving parents

Parents are important partners in the *RY* experience. They are essential for providing support at home for the *RY* day-to-day activities that are directed at enhancing the youths' self-esteem, reinforcing healthy decision making and personal control, and engaging in improved interpersonal communication.

Thus, the *RY* leader will want to contact the parents of students who have accepted the invitation to take *RY*. This serves several purposes: (1) you have a chance to enlist their support in helping their son or daughter make important changes; (2) it can head off any trouble that may arise from a parent feeling surprised that something special is "being done" with their son or daughter at school; and (3) it is a way for you to take the first step in establishing a working relationship with the parents. In short, parent contact is a way of engaging their consent and involvement as partners in the *RY* experience.

"Some Thoughts and Suggestions for Parents" are a synthesis of our experience with parents. We found that listening carefully to the parents' concerns went a long way toward gaining their support. Initially, this often required responding in a nonjudgmental way to much anger with the school system. Once the parents' perspective was heard, very few were opposed to the *RY* experience; the vast majority were supportive and hopeful that it might help. In concert with the parents' readiness may come questions about how they can help. You will be in a position to recommend appropriate responses from those listed on Page 37. We recommend they be offered in manageable doses and in response to a parent's request for suggestions.

LEADERSHIP AND SUPPORT FOR THE *RY* GROUP LEADER

The key to the success of the class is the adult leader. Leaders provide the most important human resource influencing the success of *RY* for reconnecting youth. As mentioned in the *Introduction*, the *RY* group leader's support was influential in decreasing drug involvement (Eggert & Herting, 1991) and in increasing school performance across all the students' classes (Moody & Eggert, 1994). The group leaders observe first-hand the signs of underlying drug abuse or suicide risk in *RY* youth. Without a competent, motivated group leader who has a history of being able to "connect" with high-risk youth, the program will not succeed. We can predict multiple problems if a teacher is *assigned* to conduct *RY* when he or she does not wish to do so, has a history of not doing well with high-risk youth, and does not like these youth. Under these conditions, the program simply will not work! The adult leaders must have their hearts and souls in this job.

SOME THOUGHTS AND SUGGESTIONS FOR PARENTS

Listed below are some ideas for increasing family protective factors. This is a beginning list only. Add your own ideas about what it is that works best for you in helping your teenagers have a safe, healthy, and productive time during their high school years.

1. **Remember that your teenager still needs you as a parent, even if he or she doesn't seem to.**
   - Keep communication open. Give your undivided attention. Ask, "How can I support you?"
   - Encourage expression of ideas and feelings.
   - Identify and own your mistakes openly. Don't be afraid to apologize.
   - Identify and own your feelings without blaming.
   - Allow your son or daughter some decision-making power in rules that affect his or her life.
   - Recognize that pulling away from parents is part of the work of being a teenager; don't take it personally and don't give up on your son or daughter.
2. **Continue to boost your teenager's self-esteem. Tell your teenager how much you value him or her and treat him or her that way every day.**
   - Provide daily praise and encouragement for your son or daughter:

     "I appreciate your help with ..."

     "You must be pleased with your progress on ..."

     "You've been working so hard at ..."
   - Model positive self-talk and foster positive self-statements in your son or daughter.
   - Maintain a sense of humor in dealing with your son or daughter.
3. **Set a good example—model the behavior you expect.**
   - Look at your own alcohol and drug involvement and take action if it is a problem.
   - Recognize that your liquor supply provides access for your teenager and his or her friends.
   - Model good communication in conflict resolution.

- Recognize that your interpersonal relationships are examples for your son or daughter.
- Practice healthy ways to reduce stress (rather than drug involvement or uncontrolled anger).

4. **Take an interest in your teenager's activities and friends.**
   - Encourage your teenager to participate in healthy activities which he or she enjoys and is good at.
   - Know who your teenager's friends are. Know how they spend their time together.
   - Open your home as a safe and fun place for your son or daughter and his or her friends to hang out (with your supervision of course!).
   - Maintain a balance between respecting your teenager's desire for independence and communicating your expectations.
5. **If you think your teenager is using drugs:**
   - Express your concern and provide help rather than expressing accusations.
   - Explain why you are concerned: e.g., poor grades, truancy, drugs found in the home.
   - Get a professional evaluation to determine if there is a problem.
   - Be your teenager's ally in getting help.
6. **If you suspect your teenager is depressed:**
   - Don't hesitate to talk about it with your son or daughter. Open up the subject by sensitively sharing your observations: e.g., you look sad, depressed, seem irritable lately.
   - Remain nonjudgmental.
   - Listen to what is being communicated and don't argue with him or her.
   - Remind your son or daughter that you are there for him or her.
   - Seek professional help.
   - Because your teenager's depression very likely affects the entire family, consider family therapy as an option.

7. **If your teenager is talking about suicide or has attempted it:**
   - Seek professional help as soon as possible.
   - Assure your son or daughter that you will find some help for him or her.
   - Stress the temporary nature of his or her situation and that help can be obtained. Let him or her know that you'll do what it takes to work through this together!
   - Don't react with horror or shock.
   - Don't try to make your son or daughter feel guilty about the pain of family or friends.
   - If you have a firearm in your home, get rid of it!
   - If your son or daughter is threatening suicide, take him or her to an emergency room for a professional assessment.
   - Again, because your teenager's behavior influences (and is influenced by) the entire family, consider family therapy.

Identifying and selecting an appropriate *RY* group leader

Generally, successful *RY* leader candidates have experience working with high-risk youth, aspire to make a significant impact in the lives of these youth, and have sufficient self-esteem and strength to be a stable, caring adult leader and role model for them. Motivated leaders are also enthusiastic about the program and its goals. They are typically willing to learn small-discussion-group methods and prevention strategies to enhance the student participants' level of group bonding, and they are eager to make peer-group skills training appealing and rewarding.

Selection criteria for *RY* group leaders

An *RY* group leader can be anyone among the school personnel: teacher, school counselor or nurse, administrator, school psychologist, or social worker. A major criterion to be met is that they already have an affinity for high-risk youth and that they are an "insider" within the high school. As such, they have a much greater opportunity for succeeding with high-risk youth and promoting school bonding than someone who does not care about these youth or is an "outsider" and not accepted in the school system. We have found that most teachers in a high school know who should be the candidates for this position.

Thus, in selecting the *RY* group leader, important criteria to consider are that the leader:

- be skilled in expressing support and establishing helpful teacher-student relationships with high-risk youth
- be nominated by professional peers *and* high-risk youth as being effective in working with high-risk youth
- have a strong desire to teach the class and work with these youth
- have a healthy sense of self-esteem, such that they can put the needs of the youth first and be a role model in consistently implementing the key concepts of *RY*
- participate willingly and regularly in the teacher training and in ongoing peer consultation groups, having an attitude that there is always more to learn in being an effective group leader

Group leader training

RY group leader training can greatly enhance the success of the program. However, the training and material support are secondary to the basic leader capacities of a desire to make a significant impact in the lives of high-risk youth, a healthy sense of self, and the basic capacity to deliver consistent empathy, caring, and support within the group leader–student relationship.

Initial training typically consists of a three- to five-day training workshop, covering the program philosophy, design, and rationale for the central goals. Training also includes establishing and maintaining a helping relationship with high-risk youth, specific drug use and depression/suicide prevention strategies, and videotaped demonstrations and practice in small-group work methods and skills training strategies.

Given the demands for implementing *Reconnecting Youth*, this book provides the *RY* leader with detailed plans for the sessions as well as implementation guidelines. Session plans are structured to make them adaptable to the high-risk youth's situation-specific needs.

This kind of initial training for group leaders can enhance their *existing* competencies with high-risk youth such as the ability to:

- listen, care, support, and consistently "be there" for students
- use drug-prevention strategies and small-group educational techniques
- encourage and empower youth to manage depression and anger
- help students develop communication skills that improve their ability to negotiate with teachers and parents, and their ability to strengthen their support network
- help students develop skills for setting personal growth goals and making healthy decisions
- make the RY session plans relevant and meaningful to the particular RY students currently in the program
- create learning situations among a multicultural group of youth to help them overcome stereotypes and appreciate cultural diversity
- be caring, considerate, and sensitive when using confrontation with students in the RY group setting
- know their limits in crisis management of high-risk youth and know when to seek consultation and/or refer drug-abusing, seriously depressed, and/or suicidal youth

Ongoing leader support and consultation

During the implementation of *RY*, leaders will need an ongoing source of support, encouragement, and consultation. We recommend creating consultation/support groups for the *RY* leaders implementing the program across high schools within a school district.

Ongoing *RY* group leader supervision can be provided by the program coordinator and all the *RY* leaders implementing the program. Peer consultation characterizes these twice-a-month or monthly meetings to maintain quality control of program implementation. Typically, the initial training topics are reinforced and other topics identified by the group leaders are discussed and made situation-specific when encountered with particular youth. Also, half-day planning and evaluation sessions at the beginning and end of each semester implementation of *RY* help to assess program effectiveness for those participants who were enrolled in *RY* that semester. These evaluation and planning sessions helped the current *RY* leaders regroup, revitalize, and strategically plan ways of keeping the goals of *RY* in sight.

In short, *ongoing* peer consultation training helps deal with specific issues, prevent "burnout," and maintain quality program implementation. When this type of ongoing support/training was provided twice monthly in our tests of *RY*, all original teachers were sustained for the five-year duration of the program evaluation research; prevention of *RY* group leader burnout was successful.

Special administrator/*RY* leader working relationship considerations

For the *RY* program to be successful, the group leader must have the support of the district administrators and school principal(s). These administrators must support, both in theory and practice, the need for the class and the unique nature of the class content and process. The administration has an important role in creating and sustaining an environment conducive to the implementation of the *Reconnecting Youth* program.

In particular, school principals and *RY* leaders must be able to work closely together and resolve conflicts that might get the students "caught in the middle." Especially important is the need to work out confidentiality rules. Due to the nature of the class, students will often share information that the school principals might believe is their right to know. Yet, for the class to be successful, the students must feel assured that their self-disclosures will be kept confidential and/or anonymous. Thus, *RY* group leaders and administrators must be willing to negotiate the rules of confidentiality and then live by them, whatever they may be. And students in *RY* must know what these rules are before they make self-disclosures.

For example, the ultimate goal of helping youth be and become drug-free may require maintaining confidentiality within the group about drug use. On the other hand, we have told *RY* youth that if their behavior is such that their life is in danger (either because of drug abuse or suicidal intentions), then this is something we will not keep secret. The message sent under these conditions is that we will work actively to get them help and involve their parents because we care deeply about them, first and foremost, and because we are legally and ethically bound to do so.

It will also be important to negotiate some alternative forms of discipline for *RY* youth. For example, we found it necessary to work on alternatives to suspensions from school as punishment for poor attendance. It is incongruent to work in *RY* on improving attendance and grades in all the students' classes when they are suspended from school for absences! One school adopted the policy of "no suspensions" for poor attendance or failing grades.

In other words, key issues for the administrator and program staff to resolve include:

- Confidentiality—What will need to be reported and to whom? How will parents be informed and by whom? How will other school staff be involved or informed (e.g., school counselors)? How will students know how to predict the behavior of the administration and the RY group leader?
- Discipline—What disciplinary actions will be taken with RY youth and under what circumstances? What alternatives to suspension from school will be implemented? Are these disciplinary actions consistent with the RY model and program goals?
- School counselors and other support staff—How will collaborative or overlapping work with these youth be handled? How will referrals be handled and by whom?
- Teachers—How will you garner their support and patience? How will you include them in acknowledging the RY students' growth and discipline options? How will exchange of information be handled?
- Community agencies and services—Who will work with school personnel regarding referrals for service needs, such as drug abuse, serious suicide-risk behaviors, child abuse issues, illegal behaviors?

A cautionary note

It is vital that the *RY* group leader have the support of the administrators and school personnel in carrying out the above functions. The *RY* group leader, who conducts this daily class as only one of his or her regular daily classes, cannot be expected to "be all things and do all things" for the high-risk youth participants. A coordinated effort is essential when working with these youth. The school administrator plays a key role in developing and maintaining the necessary collaborative teamwork that is essential to the success of *RY*.

PART II: *RY* GROUP LEADER PREPARATION

The *RY* group leader who provides the direction and encouragement for the group is someone who loves kids, who wants to help them, and who is not afraid to work with discouraged learners. This leader is the kind of person who believes that given support, skills training, and hope, discouraged learners can be successful in school. In this and the next section, we speak to the group leader who has been selected to conduct *Reconnecting Youth*. Some initial tips for you from teachers who led the original *RY* groups follow. They share some valuable insights from their hearts and experience.

A major task for you as the *RY* leader is to get ready to conduct the class. This means gaining an appreciation for the basic *Reconnecting Youth* framework and its specific psychoeducational approach. It also means getting an overall picture of the contents and process of the program you are about to apply. And it means knowing how to assess your leadership effectiveness and the students' progress over time. These are important to understand so that, when in doubt about what your actions should be or convey, you can be guided by the underlying principles of the model.

TIPS FOR *RECONNECTING YOUTH* GROUP LEADERS

Those of us who have had the good fortune to be funded to work closely with at-risk students in the Bellevue School District over the past six years would like to share with regular classroom teachers the insights we have developed ourselves. If there is an overriding principle to the work it is this: maintain the relationship. These students are alienated and need to be invited back. They expect failure and need success. They know rejection and are alert to its subtlest approach. To overcome this cold background, one must make every move, whether laudatory or critical, in a way which encourages—even demands—the student to remain in the relationship. We are a family of learners; no one may go away. (Greg Coy, Gordon Dickman, Heidi Habersetzer, Jim Hauser, Bill Neal, Liela Nicholas)

WHEN YOU ARE MEETING THEM...

- Appearances can be deceiving; take a little time to look below the surface.
- Value these students by calling on them and including them; find out what is unique in each.
- Design your lesson so it is relevant to these students; explain why it is relevant.

- Bonding with students is the surest way to student success in your class. Show a respectful interest in what they like and they will show a respectful interest in what you like.

WHILE YOU ARE TEACHING THEM...

- You may need to measure success by new standards, in addition to the ones you normally use in the classroom.
- Reinforcing the positives does 10 times the good of pointing out the negatives. They have heard the negatives many times already. Try something new. Say something positive.
- Make a point of praising them when they have done something good; they do not hear praise very often. Build students' self-esteem through positive words, notes, and phone calls.
- Encourage them to connect with school through extracurricular activities; suggest opportunities for them. Introduce them to the coach or advisor as promising "candidates."
- Monitor what you care about. We found monitoring attendance, for example, was the single most important factor in discouraging marijuana use. And the single most important way to get kids to attend class was to make them feel they belonged, make them feel welcome.
- Be patient. Growth comes in spurts, and "slips" are very common. Students will lose confidence at this point and it is exactly at this point they need your encouragement.
- Each person in the class knows something; no one in the class knows everything.
- The stress they live with is painful; pain is distracting and it creates a reality for the students which is likely quite different from yours. But you can remember your own painful times and empathize.

WHEN YOU ARE IN CONFLICT WITH THEM...

- Hold before you that which is lovable in each student and speak to it throughout the conflict.
- Take enough time to listen to the student's reason for not meeting your expectations.
- Kids are not trying to fail. They want to learn, but some are incapacitated. "Doing school," after all, is a complicated set of skills—determined by adults—and most of these students lack at least some of these skills.

- Show care for the students no matter how bad their behavior. Act the right way whether they do or not.
- Picture yourself in a similar situation and treat them as you would wish to be treated.
- Get and use an adult support network for yourself.

AND, IN GENERAL...

- It is very rewarding to work with these students. It is much less expensive to work with them now than later. Emphasizing the positive takes much less energy than fighting with them.
- Many of them can be helped relatively easily. A powerful way to help them is to arrange for them to help someone else, perhaps even you at times.
- These students have had more than their share of put-downs; many of them have a lower opinion of themselves than they deserve.
- Intelligent, creative students have curiosity which sometimes includes drugs. Serious drug abuse, however, needs to be dealt with directly. It will very likely get worse without intervention.
- For all of us, our ability to try new things depends on our self-esteem. And one of the best ways to enhance self-esteem is to try things, even small things, and *succeed!*

REMEMBER, TEACHERS CAN MAKE A DIFFERENCE!

- The research evidence supports the effectiveness of core *RY* program components: (1) expressed support and caring, (2) monitoring drug use and school attendance/achievement, and (3) life-skills training.
- The best predictor of program effectiveness was the teacher's expressed support and caring for the high-risk youth; it influenced decreased drug involvement and greater school achievement (i.e., higher GPA and more credits earned/semester).
- Monitoring drug use, school attendance, and school achievement (typically on a weekly basis) resulted in decreased marijuana use, decreased problems controlling drug use, and decreased negative consequences experienced due to drug use (such as getting into trouble at school, at home, with the law).
- Skills training in decision making, personal control, and self-esteem enhancement was linked with decreased marijuana use and overall

decreases in drug involvement, depression, hopelessness, anger, stress, and suicide-risk behaviors.

- A major factor that continues to impede progress is school strain—lack of support in all the students' classes. This finding suggests that increasing teacher support across all students' classes would increase program goal achievement.

Understanding the framework for motivating and helping youth change behaviors

Figure 1 shows the overall "Helping" framework for motivating and supporting *RY* students to achieve the program goals. There are four essential first steps pictured in this diagrammatic overview that are necessary to take toward setting goals for change and personal growth. Note that in this model and these first steps, your leadership task is one of *motivating* and *persuading* the youth of the need to change and to set personal goals. We often fail with youth because we jump in at Step 5 without first taking Steps 1 through 4 with them. The second set of essential steps, Steps 5 through 8, involve behavioral changes and relapse prevention.

Each step builds on the previous one to help the youth in taking steps to:

- become motivated to change
- personalize the key concepts and information
- develop and build the essential skills of the unit
- practice applying the skills to the three program goals
- reinforce the application of skills through "booster" activities to other life situations, thereby preventing relapse to old self-destructive behavioral life styles

FIGURE 1.
A FRAMEWORK FOR HELPING KIDS ACHIEVE *RY* PROGRAM GOALS

SOME ESSENTIAL FIRST STEPS

4 Setting Goals
- Group goals
- Individuals' goals
- Short- vs. long-term goals

3 Understanding: Personalizing Data
- What triggers you to skip?
- What accounts for your grades?
- What triggers you to use drugs?
- What triggers your depression/suicide ideas?

2 Developing Awareness: Providing Baseline Data
- Discovering current behavior: how much skipping? poor grades? drug involvement? depression and suicide thought/behaviors?
- Understanding steps leading to these behaviors

1 Motivating Youth: The Need for Change
- Strong personal invitation to get involved — *we want you to join and belong*
- Using persuasive power — *problems are an opportunity*
- Instilling hope — *this is a unique chance for helping self and others*

SOME ESSENTIAL NEXT STEPS

8 Staying Successful
- Skills to prevent relapse
- Getting and giving support
- Personal growth diary
- Rewards: external/internal

7 Monitoring Progress: Daily/Weekly
- Is attendance rate going up?
- Are grades and credits earned going up?
- Is drug use going down?
- Are depression and suicide risk decreasing?

6 Skill Building: Applied to Program Goals
- Self-esteem enhancement ---------- School, drug use, mood management
- Decision making ---------- School, drug use, mood management
- Personal control ---------- School, drug use, mood management
- Interpersonal communication ---------- School, drug use, mood management

5 Deciding/Taking the First Step of Change
- Take S.T.E.P.S. and "move it!"
- To improve attendance and grades
- To decrease drug use, problems with control, and adverse consequences
- To decrease depression and suicide thoughts/behaviors

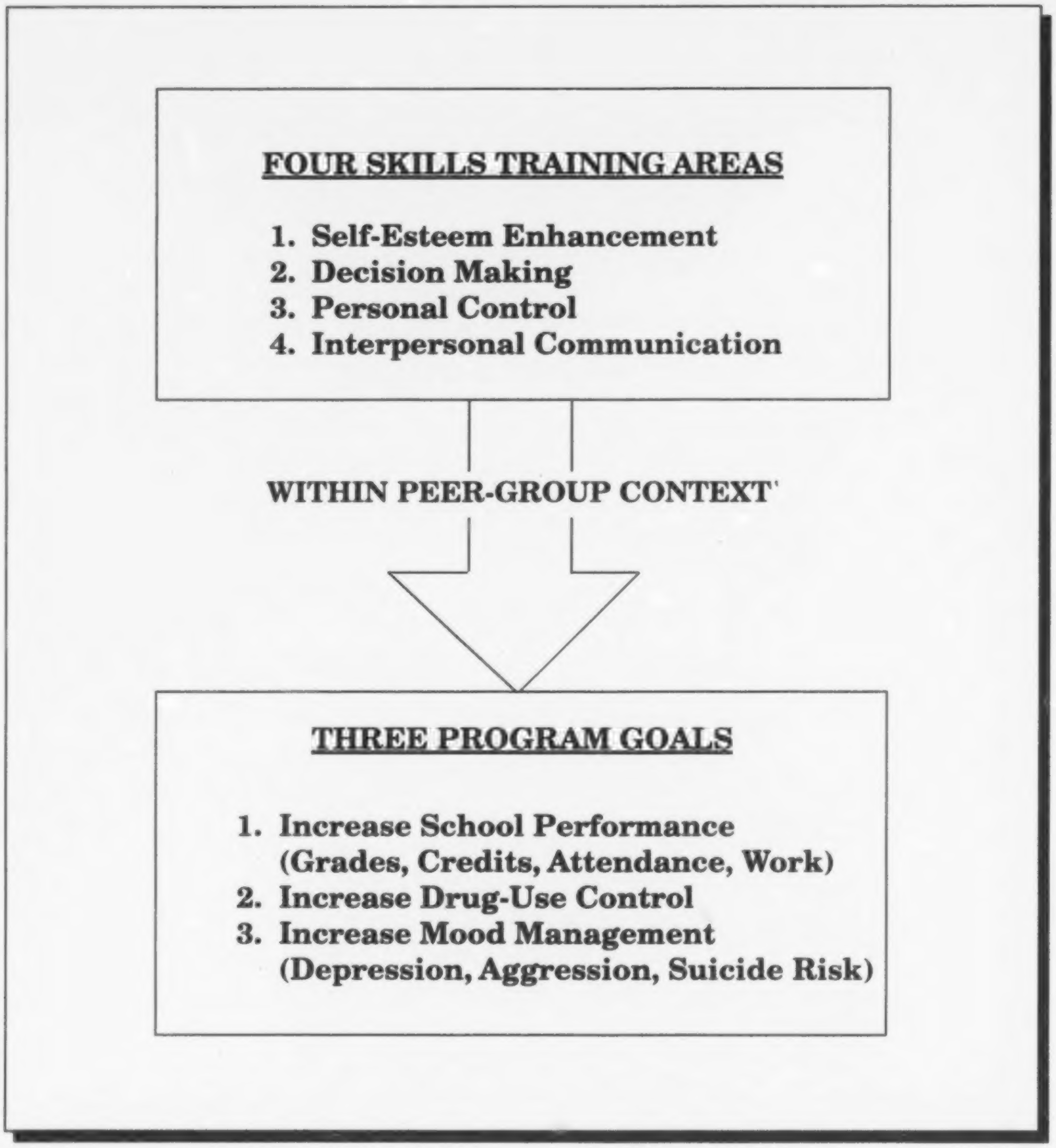
Motivations for change

RY is based on this framework for personal growth and change because it has been proven effective in social sciences research and in our own research work. Applying this model in *RY*, the primary motivating force for change comes from you. Your own support and the positive peer-group atmosphere that you create are key in helping students take the steps they need to achieve the program goals and stay in school. The underlying belief is that discouraged or unsuccessful learners, given a supportive, caring environment, can learn the kinds of life skills that they need to stay in school.

RY: A PSYCHOEDUCATIONAL MODEL

The *RY* model is unique in that it applies tested peer-group counseling and life-skills training approaches to the learning process. Group work and skills training are vitally linked. Figure 2 illustrates the general *RY* model. Skills developed in four areas are applied to the three program goals—*within a peer-group context*. Through a positive group experience, *RY* participants exchange *support* in the form of acceptance and caring. They also *help* each other in the life-skills training.

FIGURE 2.
RY MODEL INTEGRATED GROUP WORK AND SKILLS TRAINING



FOUR SKILLS TRAINING AREAS

1. Self-Esteem Enhancement
2. Decision Making
3. Personal Control
4. Interpersonal Communication

WITHIN PEER-GROUP CONTEXT

THREE PROGRAM GOALS

1. Increase School Performance
   (Grades, Credits, Attendance, Work)
2. Increase Drug-Use Control
3. Increase Mood Management
   (Depression, Aggression, Suicide Risk)

The group support system submodel

The fundamental *RY* program component is *social support* from you, the group leader, and from the peer-group members. In other words, social support is the motivating force for behavior change, which comes from you and the group. This support submodel is characterized by:

- group belonging and acceptance for all members
- many verbal exchanges of support and help between all RY group members
- consistent expressions of acceptance and support/help from you for each RY member.

To provide the kind of setting where behavioral changes can occur, an essential first step is to meet the students' need for belonging and for receiving acceptance and support from their peers. During the invitation and from Day 1, your task is to ensure that each student feels welcomed, has a good experience in the group, and leaves with this sense of belonging.

Thus, you are the *heartbeat* of the program. You foster the positive peer-group culture and support system. You do this by consistently demonstrating and role-modeling care and concern in your interactions with the group as a whole and with each student as an individual. In this way, you establish group belonging and support as the *norm* in *RY*, and motivate the group to care about each other. The activities in the group sessions are designed for you to nurture bonding and behavior change by "making caring fashionable!"

The life-skills training submodel

The second essential *RY* program component is *life-skills training*. Through the group support and belonging, you integrate skills training toward program goal achievement. Life-skills training is teaching youth new ways of thinking, feeling, and behaving, then applying these new ways to current problems and concerns. Your leadership tasks are: to reinforce, to reward, to make skills practice and application fun, to encourage the group and individuals to get back on track when they "slip" in order to prevent relapse, and to emphasize transfer of skills learned in *RY* beyond the group into friendship, family, work, and school circles.

RY is designed to foster *four* primary personal and social life skills. The common purpose shared in the group is to reinforce the *key concepts* taught during skills training as follows:

1. ***Self-Esteem Enhancement (SE)***
    - use skills for appreciating self (positive self-talk, positive actions)
    - support positive self-esteem in others
    - apply self-esteem to program goals
2. ***Decision Making (DM)***
    - use STEPS decision-making process
    - set goals for improvement (desirable, realistic, specific, and measurable)
    - celebrate accomplishments
    - apply DM steps to program goals
3. ***Personal Control (PC)***
    - pay attention to stressors and stress responses
    - use healthy coping strategies for handling stress
    - manage intense feelings in a healthy way
    - apply PC skills to program goals
4. ***Interpersonal Communication (IPC)***
    - express care and concern for others
    - listen carefully and give feedback
    - share your thoughts and feelings tactfully
    - give and receive constructive criticism
    - apply IPC skills to program goals

In short, skills training helps the students:

- feel better about themselves
- learn better decision-making skills
- learn better coping skills
- improve interpersonal communication skills

Increased Skills Levels = Decreased Learned Helplessness

Life-skills training in *RY* follows a sequential format that starts with *motivating* the student to get involved, and then moves to making certain that every student is competent in each of the skills before expecting application in group to real-life situations. The four sequential stages adapted from Schinke and Gilchrist (1984) are *(1) motivational preparation*, *(2) skills building*, *(3) skills practice and application,* and *(4) skills transfer*. Each of these major stages of skills training are broken down into smaller, more manageable steps toward behavioral change. The mode is to *motivate, teach it, practice, it, apply it, report back, positively reinforce, and praise.*

THE *RY* EXPERIENCE

Integrating the group support and skills training submodels

There is both an art and science to leading an *RY* group. The science is in the framework, content, and sequencing of the group stages and skills training. The art is in the process of integrating the skills training and group work. The group experience provides the positive motivation for learning skills. The issues that come up in group provide the opening for introducing or working on specific skills training.

Structuring a *Daily Agenda* helps to integrate group work and skills training. There is a beginning, working, and ending phase for each group session. For example, at the beginning of the class you may start with a "check-in" to monitor each individual in the group to assess how they are doing in relation to school, to drug-use control, and to mood management. When setting the agenda, you may also ask if anyone has individual issues for which they want group support and problem-solving time.

We have found it helpful to work through a daily agenda like the sample below. Posting it on a flip chart or chalkboard helps focus the group work and group time.

RY Agenda

Date________________

I. *Check-in on school, drug-use control, mood* (10 min.)

II. *Today's Topics/Skills Areas*

III. *People who need time* (The Issue? How much time?)

IV. *Wrap-up/Contract for Practice*

How it works

Each day, as group begins, you "take its temperature" by noting the mood of the group and any issues individual group members volunteer. You may bring up any group issues, such as specific helpful behaviors you have been noticing, or members being left out of conversation, or successes you have gathered about the youth from their other teachers. At the same time, you also have in mind where you are in the current social-skills training unit.

Let's take the *Self-Esteem Unit* as an example. You have worked through the introductory skills in the unit and are now working on positive visualizations and positive self-talk. Once you have an idea of the students' issues for the day, begin to relate these issues to positive self-talk and visualization. Develop a series of bridging comments that enable you to make this connection between group process and skills content:

> *Since our theme this week is positive self-talk, let's share stories about how we used positive talk to help us get through the rest of the day after group yesterday.*
>
> *What kind of self-talk do you think would be helpful in John's situation?*
>
> *Let's take a minute to practice some positive visualization.*
>
> *Let's all make a poster of positive self-talk and give it to Sara ... Sara, what would you like us to include for you?*

These facilitative comments are your links between the group process and skills training elements. There may be times when you teach a short segment on a new skill and there may be times when you apply skills already learned to the issues raised by group members. There may be times when you simply refer to a skill that has already been taught. This bridging between group process and skills training is continuous during the *RY* hour. In this way you are able to relate the students' issues to the planned skills training session and activities. The skills work is blended with the content of the students' agenda items by guiding the group work and linking the students' discussion to the key components of the skills work.

Finally, as the end of the hour approaches, you save a good 5 to 10 minutes to review the work the group has done that day and contract with the students to work on the current skill during the next period and during the rest of the day. You remind the group that they will have a chance the next day to report on their progress: to "bring and brag."

Students in crisis

RY students are often in crises and, without strong leadership, the check-in time and group interaction can become dominated by one crisis story after another. The tail wags the dog when this happens; skills training can get pushed aside or "postponed" because the intense emotional needs of the students may seem to take precedence. The challenge for you will be to balance the students' daily needs and crises with related skills building, skills application, and group problem solving applied to the students' current concerns and real-life issues. One specific strategy that helps is to frequently make "check-in" a time to "bring and brag" about successes achieved or small steps taken toward goal achievement. Another strategy is to limit the discussion on "who needs time" to naming the issue to put on the agenda and to ask the student approximately how much time might be needed. In this way, the students' needs for time can be integrated into the role-play practice and problem solving part of the day's skills training topic.

The task for you and the students is to keep the crises in perspective and, above all, to break them down into manageable doses for skills training and practice material. This group leader skill can be very reassuring to the students and can contribute to a sense of safety in the group. Help the students see that crisis intervention can mean working through the decision making steps in group. It can also mean suggesting connections with appropriate support resources when brainstorming options to consider in problem resolution. When students bring their crises to group, help them see these problems as opportunities for growth, for applying the skills learned in the *Self-Esteem, Decision Making,* and *Personal Control* units. Practice applying the negotiation and conflict-resolution skills in the *Interpersonal Communication* unit to the crisis situation.

Another aspect of *RY* is to teach the students how to seek help and counsel from others in the school and in the community, rather than attempting to solve every possible problem in the group. Remember that you and the group must acquire the life skills in each unit before you can effectively have the group use these skills to help students cope with their individual problems and crises. When necessary you may need to notify administrators, counselors, or even law enforcement agencies of concerns you have about a student in the group. This is when you apply the procedures and policies you worked out earlier with your school administration.

Monitoring student progress

A key ingredient in *RY* is monitoring student progress. This is not monitoring progress just for grading purposes. This is student self-monitoring to recognize and celebrate positive growth and change. Students need to see that they are learning and changing. They may be so discouraged about school when they first come into group that they don't recognize progress when they see it. The monitoring should be visible and easy to do. Several monitoring tools accompany the chapters in this book.

The group can make attendance progress posters for recording the number of classes attended each week. Three-ring binders for each student can contain progress reports from other teachers. Homework completion monitoring sheets and checklists for the number of drug-free days can also be put in the binders. You play an important role in the monitoring just by your daily comments about the changes you see. Send notes to the students' teachers commenting on the changes you see. Ask their teachers to send the students notes describing positive change. Let the parents know about the positive changes you are seeing and that teachers are reporting.

A good resource for helping the students monitor their progress in school is other staff members who are sympathetic to *Reconnecting Youth*. Ask these staff members to feed information about student progress back to *RY*. Encourage your students to keep in touch with teachers they like by sending them student or group-made progress report requests. Invite interested and supportive staff members to visit group and report on the changes they see in the students' helpful and positive behaviors on campus.

The developmental life of an *RY* group

Just as the daily class time has beginning, middle, and ending times so, too, does the entire *RY* program. The content and sequencing of the skills training sessions go hand in hand with the phases of group development. Interweaving leader competencies for group work and skills training facilitates the group to bond initially, to work through a "stormy" phase, to develop a common sense of purpose, and to support each other in behavioral changes and goal achievement.

FIGURE 3.
***RY* GROUP DEVELOPMENT**

Group Stages	← Early →		← Middle →		← Late →	
Group Phases	Forming	Storming	Norming	Working	Ending	
Group Purpose, Objectives	Ground Rules Set	Testing Rules	Common Sense of Purpose		Behavior Change with Boosters	
Skills Training Stages	Motivation, Assessment, Goals Set	Skill Building Skills 1, 2 & 3		Skills Practice & Application to Program Goals		Skills Transfer

Early stage

Groups develop in predictable stages and experience typical phases over time as shown in Figure 3. Initially there is a tentative excitement, yet some wariness. The group is *forming*; you as the leader are scrutinized and the youth are checking out each other's trustworthiness. During this phase, your task is to help the group establish ground rules for a positive peer culture and group operations. This is followed by a period of *storming* in which the group tests the rules and may challenge the purpose of *RY*. Your task is to "stay the course," reinforcing the group norms of trust and openness in communication, positively reinforcing helpful behavior as strong and mature, and redirecting the group to use "caring" behaviors as needed. It is during this early stage of group development that the "first steps," the motivational preparation of skills training, takes place. The key concepts of each of the four units are introduced in the first two weeks to foster the *forming* phase.

Next, the key concepts and beginning-level skills in the *Self-Esteem* and *Decision Making* units are particularly important in passing through the *storming* phase. Power struggles that result in aggression and counteraggression between you and the youth are unproductive here. You will be seriously challenged at times during this early stage of the group not to act out counter-aggression and not to reject any of the youth. Many of these youth are "pros" in "setting up adults." They may attempt to reject you first, thinking you are bound to reject them as so many others in their lives have done in the past. You will need to learn how to discipline with love and respect, how not to get into power struggles with aggressive youth, and how not to reject them. They need calm, competent, and strong leadership from you that invites respect in return. A sense of humor can help!

Your leadership skills and consistency during the *early stage* of group development helps the group move into the *norming* phase. The greater your skills, the smoother the transition and the shorter the *storming* phase. Making yourself available to the students on campus by inviting them to drop by during your free periods or during lunch is another way of demonstrating your caring and it can mean a great deal to these youth.

Middle stage

It is during the *norming* phase that the group establishes its identity and common sense of purpose. Things begin to smooth out and the group begins to share in maintaining the norms of caring and helping, of sharing and problem solving, of building skills related to the key concepts in the four major skills-building units. As the group develops, the issues raised in the group become the basis for introducing and working on specific skills.

The *working* phase of the group is characterized by routine daily role-play practice and application of the skills in problem solving and discussion. You begin to notice changes in student attitude and behavior in the group and on campus. All of the little positive changes begin to build a bigger picture of positive growth. Positive changes are taking place in relation to the program goals. This is the time to prepare the students for transfer of learning beyond you and the group.

Late stage

The students should be inspired to strengthen their positive contacts with school. Encourage them to connect and spend more time with their favorite teachers. Help them join and get established in school activities of their choice. Provide opportunities for networking among the group members. For example, fostering a continued "buddy" support system among *RY* "graduates" prepares the youth for the transfer of skills and to life without a daily *RY* class. Talk about relapse and relapse prevention. Starting to work on these steps *during* the working phase of the group will make the transition from the end of group to the regular program easier for your students.

Beginning on the following page, the typical group behaviors are described for each of the group phases: *forming, storming, norming, working,* and *ending.* Also, for each phase, your leadership responsibilities are summarized. This tool should help you "diagnose" the status of your group and provide you with guidelines for both what to expect and how to respond. The chapter on *Evaluation Tools* also contains a rating scale for you to assess yourself, or have an observer assess you, in how you are doing in implementing the leadership skills related to fostering a positive peer-group culture.

LEADERSHIP RESPONSIBILITIES FOR FOSTERING *RY* GROUP DEVELOPMENT

FORMING PHASE

Student behaviors

1. Group structure and process are clarified (positive peer-support group and skills training).
2. Ground rules and group norms are set; students test others and leader to discover acceptable and unacceptable behavior.
3. Students struggle with "pecking order"—how included or excluded will they be?
4. Students are not yet comfortable with one another (protective stage)—but they want this to work (positive anticipation).
5. Students try to find out information about each other and about the teacher.

Leader responsibilities

1. Integrate group work with skills training in each and every session.
2. Consistently model and reinforce care and concern.
3. Establish that helping will come from adult AND from group members.
4. Share the leader role right from the beginning.
5. In nonjudgmental fashion, support almost all forms of talk, acknowledging each group member's comments and suggestions.
6. Establish ways to reinforce helping one another.
7. Help establish group rules: confidentiality, caring for one another, etc.
8. Begin teaching the format and procedures of group time, BUT avoid playing traditional authoritarian role.
9. Take active role in discussions; give answers BUT also refer questions to group for answers.

STORMING PHASE

Student behaviors

1. Students test ground rules—what is safe, what is not safe; what is acceptable and not acceptable; what leader attitudes and expectations are consistent?
2. Students begin to reveal their true attitudes and behavior.
3. Students may gravitate into subgroups or cliques.
4. Individuals try various group participation techniques.
5. Students' ties to previous negative values continue—considerable negativism and "war stories," etc.
6. Tension is generated around revealing oneself and one's feelings about other members.
7. Students may blame leader, say they want to quit because nothing is accomplished, claim not to care about other members, come late to class, or sit in silence.

Leader responsibilities

1. Encourage candid expressions (positive or negative).
2. Invite students' participation in discussion/problem solving of how to make this program work for them.
3. Begin to teach group to analyze group process.
4. Begin to challenge group to share responsibility for group behavior.
5. Reverse responsibility—demonstrate continuing belief in their ability to bring about positive change.
6. Outside of group, seek out members who are negatively influencing group—talk to them individually and appeal to their potential for being and becoming a positive group member; convey expectations clearly.

NORMING PHASE

Student behaviors

1. Students decide what they really want to change in relation to the program goals.
2. A common sense of purpose gradually develops among those group members who have started to adopt the values of *RY*.
3. Cliques and subgroups are more tenuous; hostility may still be directed by some toward the group or the leader.
4. Those unwilling to accept expected *RY* behaviors may struggle to maintain a negative influence; when they fail they may withdraw, start missing class, or even drop out.

Leader responsibilities

1. Help group distinguish between helpful and nonhelpful communication.
2. Sensitively, yet firmly, stop negative behavior and explain the consequences of such behavior; give group increasing responsibility to deal with problems in a helpful manner.
3. Assume responsibility for disciplining individual group members when necessary and do not permit group members to engage in harsh negative feedback with each other.
4. Continue to reach out in positive ways to those struggling to regain negative influences; appeal to your need for them to be positive leaders in the group; find ways in the group to give them recognition and respect for positive behaviors.

WORKING PHASE

Student behaviors

1. Students have formed a strong, cohesive, clique-free group that embodies a value system of mutual care and concern.
2. Positive changes are beginning to occur; students are reporting more and more successes.
3. Group relies less and less on adult leadership and places considerable demands on its members to face their problems, to help one another, and to work on their problems.

Leader responsibilities

1. Point out dynamics in group and help members understand their implications.
2. Continue to sensitize group to instances of hurtful behavior that group may overlook.
3. Point out positive changes in members and help them to maintain a high morale as group finds pride in their emerging ability to deal with difficult problems.
4. Be more spontaneous, more genuine, and less deliberately structured; communicate more freely and reveal more of self as a person than was done earlier.
5. Be assertive, should changes in group climate cause a regression to an earlier phase.

ENDING PHASE

Student behaviors

1. Students continue to be a strong, cohesive group that embodies a value system of mutual care and concern.
2. Group expresses consistent support and help for each other; some may show regression to less care and concern as the prospect of the loss of their daily *RY* support group sinks in.
3. Many positive changes are taking place in relation to the program goals; at the same time "slips" may still occur.
4. Students will be sad to see the semester end and will look for ways to maintain the friendships they have developed with each other.

Leader responsibilities

1. Plan ahead for maintenance of growth and relapse-prevention techniques.
2. Have the group work on identifying support systems for each youth; connect the youth with other "favorite" teachers; help them get established in school activities.
3. Foster a continued "buddy" system among the group members.
4. Point out and acknowledge the feelings of sadness and loss.

5. Review and celebrate accomplishments in school achievement, mood management, and drug-use control, as well as in each of the member's personal goals.
6. Convey your belief in the group members' ability to make a successful transition; they are *RY* graduates who are ready to transfer and expand what they learned in *RY* to other areas of their life.
7. Express your own feelings of sadness and loss; convey your desire to continue to hear about their successes and to be present for them if they should need a "booster" or words of encouragement.

PART III: AN OVERVIEW OF THE PROGRAM

This section was written to provide you with a "big picture" perspective of the design and contents of the *RY* program. We describe briefly each of the ensuing chapters in the book to give you a preview of what is to come and to help you further understand the purpose of each of the program components.

GETTING STARTED: THE FIRST 10 DAYS

Specific plans for each of the first 10 days in *RY* are covered in this chapter. These are given special emphasis because the first 10 days of *RY* are critical for setting a tone in which the positive peer culture can develop. These sessions are also critical for motivating the group members to adopt the *RY* program goals both personally and as a group.

One of the two major objectives of *Getting Started* is to build a positive peer group. The support processes role-modeled by the leader and practiced during the first two weeks include the following:

- listening to each other
- giving helpful feedback
- showing care and concern for each other
- trusting each other
- celebrating group successes
- negotiating agendas
- encouraging participation
- praising each other

A second major objective of the *Getting Started* sessions is to create a clear *RY* agenda that includes directed skills training applied to each of the three major program goals.

Table 1 provides a summary of the titles and key concepts introduced and initiated during the first 10 days of *RY*. The key concepts in each session provide a rationale for participating in activities. The purpose of communicating and reinforcing key concepts is to help build understanding and motivation to develop a positive peer-group culture, practice skills and provide group support in the process, and achieve group and individual goals. *These key concepts reflect the basic philosophy and framework for RY's group approach.*

TABLE 1. CONTENT AND KEY CONCEPTS IN THE *GETTING STARTED: THE FIRST 10 DAYS* SESSIONS

Day	*Session Title*	*Key Concepts*
Day 1	*Welcome to RY*	• We can all have a much-improved school year by combining talents and supporting one another. • Personal growth is most likely to occur when we share a little of ourselves and trust in one another.
Day 2	*Showing Care & Concern in Group*	• The picture we have of ourselves (our self-esteem) is greatly influenced by what others say about us and how they treat us. • Showing care and concern tells a person that we value him/her.
Day 3	*Setting Attendance Goals*	• Our self-esteem improves as we achieve goals that are important to us. • The group can support one another's school achievement goals through helpful feedback and encouragement.
Day 4	*Monitoring Attendance*	• Achievement of goals happens one day at a time. • *RY* celebrates daily successes toward achievement of goals.
Day 5	*School Smarts: A Checklist for Improving School Achievement*	• Good study and work habits improve school achievement. • Praising each other's efforts and giving helpful feedback in group helps everyone improve school achievement.

Day	***Session Title***	***Key Concepts***
Day 6	*Understanding & Monitoring Moods*	• Communicating our moods and feelings is healthy. • Monitoring our moods helps us understand and control our moods.
Day 7	*Evaluating Drug-Use & Non-Use Decisions*	• Success at school, in relationships, at home, and on the job is compromised by drug use. • Openness about drug use or non-use depends on the bonds of trust created in group.
Day 8	*Monitoring Addictive Behaviors*	• Addictive behaviors can cause personal, physical, emotional, and legal problems. • Problems can be an opportunity for personal growth.
Day 9	*Setting Program Goals*	• Setting goals that we want to accomplish gives us control in our lives. • Support, encouragement, and helpful feedback in *RY* helps everyone accomplish his/her goals.
Day 10	*Setting Personal Goals*	• Problems can be an opportunity for personal growth. • Setting goals that I want to accomplish gives me control in my life. • Support, encouragement, and helpful feedback in *RY* helps me accomplish my goals.

THE FOUR MAJOR SOCIAL-SKILLS UNITS: AN OVERVIEW

Unit 1: Self-Esteem Enhancement

This unit encompasses what self-esteem is, how it affects daily life, and how it can be developed and maintained throughout *RY*. Students learn the benefits and "how-to's" of enhancing self-esteem for others in the group and for themselves. They come to understand the concept as a picture they hold of themselves, one that is shaped by their own and others' regard for them. Positive self-talk and self-appraisal are practiced; accepting responsibility for their actions and handling criticism are experienced. The students become aware of their effect on others and set goals for self-improvement. Many of the skills learned in this unit are the basis for training in the other units. For example, visualization, relaxation techniques, self-praise, and liberal praise of others in the group are used throughout *RY*. As each day passes in *RY*, the students generate more and more positive self-portraits; as these develop, students are able to make other positive lifestyle changes.

Unit 2: Decision Making

This unit starts by helping students understand the reasons for decision-making skills training. A key concept is that decision-making skills enhance personal power. The students learn that greater freedom of choice and personal control are promising advantages of having decision-making skills. Increased self-esteem, improved moods, and achievement of personal goals are highlighted as important benefits. Further, in the group, students examine how to make decisions, they learn to reach agreement and resolve conflicts, and they make group as well as individual contracts for personal growth in this unit.

Unit 3: Personal Control

This unit covers stress-, depression-, and anger-management skills training. Students discover what triggers feelings of depression and the destructiveness of downward emotional spirals. They explore the effects of uncontrolled anger and aggression and the damage they can cause for self and others. They practice strategies for coping with stress; they work on changing destructive responses to anger, depression, and other strong emotions. They develop their own personal repertoire of coping strategies, and focus heavily on giving and receiving support from friends and other social network resources to gain and maintain personal control.

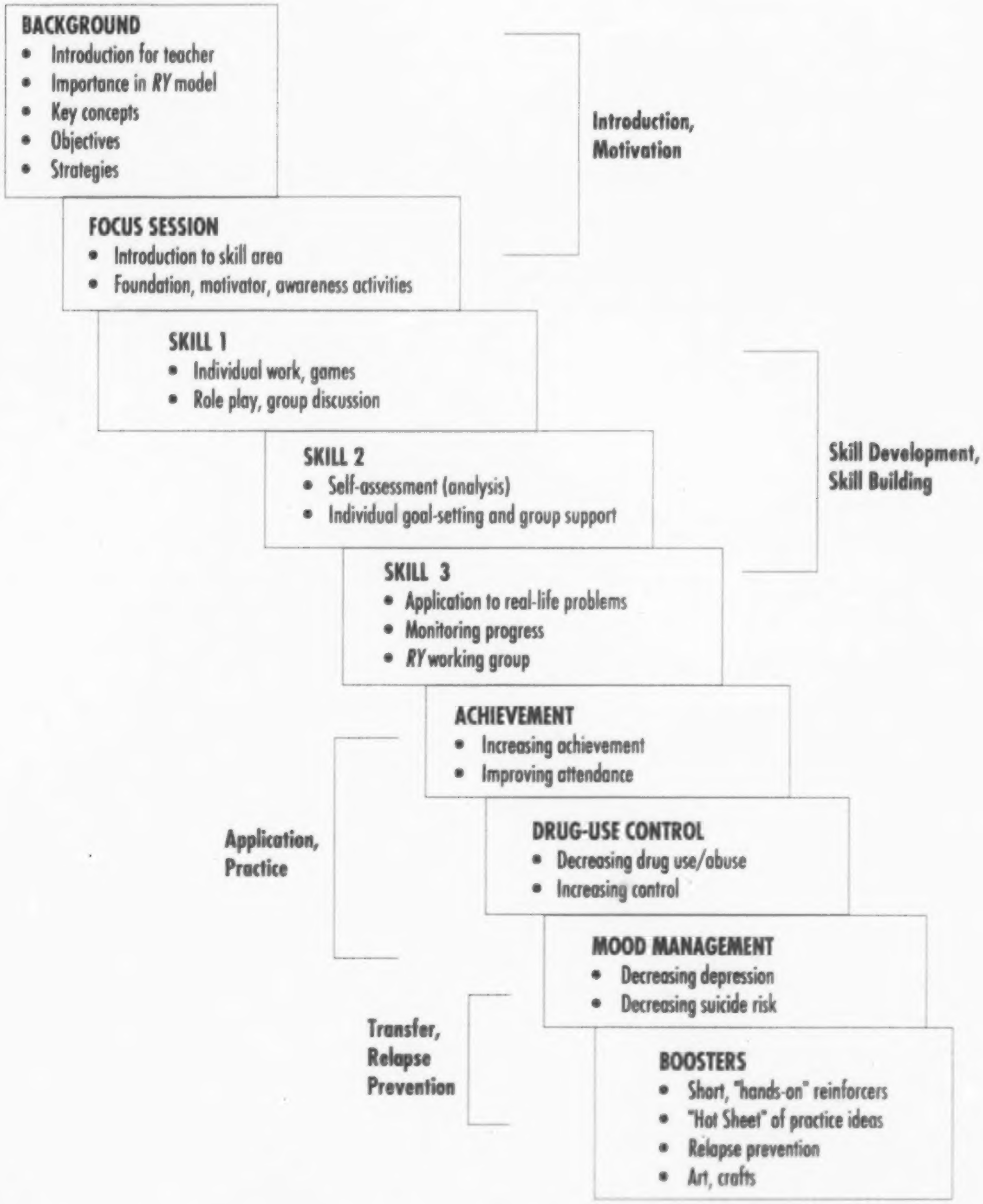
Unit 4: Interpersonal Communication

Skills for communicating effectively with teachers, friends, and parents are the essence of this unit. *RY* youth learn that communicating effectively is closely related to self-esteem, personal control, and healthy friendships and relationships with people at school. They practice effective ways of expressing care and concern from Day 1 in *RY* and throughout the course. Negotiating with teachers, giving and receiving help in friendships, and resolving conflicts with parents all involve effective communication. And these skills all help in achieving greater personal and social resources which, in turn, help the students achieve the goals of (1) resisting drug involvement, (2) engaging in pleasant activities to counteract depression, and (3) getting help to increase school achievement.

STEPS FOR SEQUENCING SKILLS TRAINING

Figure 4 provides a diagrammatic overview of the "skeleton" of how the life-skills training is sequenced. The "Background" section provides essential material you need to understand and be able to apply before implementing the unit. The eight skills training elements are then sequenced to provide for group development and four *stages* of skills training*: (1) assessment and motivation, (2) skills building* within the *RY* group, *(3) skills application and practice to program goals,* and *(4) relapse prevention* through *transfer and application of skills* in real-life settings beyond the group.

FIGURE 4.
ORGANIZATION OF SOCIAL-SKILLS UNITS



BACKGROUND
- Introduction for teacher
- Importance in *RY* model
- Key concepts
- Objectives
- Strategies

FOCUS SESSION
- Introduction to skill area
- Foundation, motivator, awareness activities

Introduction, Motivation

SKILL 1
- Individual work, games
- Role play, group discussion

SKILL 2
- Self-assessment (analysis)
- Individual goal-setting and group support

SKILL 3
- Application to real-life problems
- Monitoring progress
- *RY* working group

Skill Development, Skill Building

ACHIEVEMENT
- Increasing achievement
- Improving attendance

DRUG-USE CONTROL
- Decreasing drug use/abuse
- Increasing control

MOOD MANAGEMENT
- Decreasing depression
- Decreasing suicide risk

Application, Practice

BOOSTERS
- Short, "hands-on" reinforcers
- "Hot Sheet" of practice ideas
- Relapse prevention
- Art, crafts

Transfer, Relapse Prevention

Each of the four major *RY* units follows the same training format and common elements. For preview purposes and to help you gain understanding of the "big picture," each element is briefly described here.

Background Sections

Each of the *RY* skills training units begins with a background section which contains two parts: (1) components of the unit, and (2) implementation guidelines. This section provides you, the group leader, with the essential information and guidelines needed for implementing the unit. It will be necessary for you to thoroughly understand this material, making it real for you in your own experiences, in order to be able to model it consistently when conducting an *RY* group.

For example, in the first part of the background section for the *Self-Esteem* unit, there is an overview of the key concepts related to self-esteem and how these are distributed across the Focus Sessions, the three skills development sessions, and the three skills application sessions. Next, specific student and group leader objectives are delineated, as well as how key *RY* group-work processes apply throughout the unit.

Part 2 of the *Self-Esteem* background section details preparations and guidelines you need to attend to when implementing this skills training unit. Pointed out here are how the *First 10 Days* of *RY* are related to the *Self-Esteem Unit*, how the skills learned in this section can be applied in real-life situations, and how the boosters provide reinforcement of learning.

Similarly, the background section follows the same format for the other three units: *Decision Making*, *Personal Control*, and *Interpersonal Communication*.

Focus Session Plans

The *Focus Sessions* for each *RY* unit cover the *quintessential* foundation material students need to understand before launching into future skills training sessions. Typically these group sessions involve motivators and the rationale for the unit, self-assessment activities, and the key concepts youth need to understand and appreciate. Each focus session has a one-page student handout on the key concepts involved; this provides them with a simple overview of the unit and is designed for easy recall. This handout also points to the potential benefits or outcomes to expect, and ways they will help achieve personal growth in the unit.

For example, the *Self-Esteem* focus sessions relate to building self-esteem in the group. The spotlight is on three separate topics: "*RY*'s Best Self," "Support with Hugs, not Slugs," and "Giving and Receiving Helpful Criticism in Group." These sessions build on the positive peer culture developed in the first

10 days in order for the youth to begin working on increasing their own self-esteem. Group work includes developing a safe environment characterized by "hugs," not "slugs" in preparation for self-esteem skills building and applying these skills to individual and *RY* program goals.

Skills Development and Skills Building Session Plans

The skills development sessions for each of the four *RY* units are at three levels: Skill 1, Skill 2, and Skill 3. They are designed to enhance development and competence in elementary to more advanced personal and social skills. The sequencing of the units and sessions detailed in the *Master Plan* (Appendix C) is such that many of the skills the students learn and practice first are the tools for skills training in later sessions. For example, the skills of self-praise, group praise, and positive affirmations; the relaxation and visualization skills; and the interrupting automatic thinking skills introduced in the *Self-Esteem Unit* are building blocks for the group sessions in the other three units. The Skills 1, 2, and 3 sessions also provide the basics for the *Application Session Plans* when youth are expected to use the basic skills for increasing school performance, decreasing drug involvement, and increasing mood management.

Skill 1 sessions start with individual work and proceed to include games, role practice of the basic skills, and group discussions of observations and learning.

Skill 2 sessions move toward having the youth achieve a higher level of self-awareness in order to motivate them to set individual goals for change. They include specific activities for applying peer-group support for the individual's goal-setting.

Skill 3 sessions focus on applying Skills 1 and 2 to the youth's real-life problems and situations. Also included are group activities to reinforce monitoring and providing support for progress.

Skills Application, Practice

The *Skills Application Session Plans* provide the objectives and activities designed to help *RY* youth apply the specific skills developed at Skills 1, 2, and 3 levels to each of the three program goals. It is in these sessions that the group processes and skills learned are integrated in order to make significant behavioral changes in each of the three major problems the *RY* students share: poor school performance, drug involvement, and depression and suicide risk.

Application–Achievement sessions help the *RY* youth work on increasing their attendance and grades earned in all other high school classes in which they are currently enrolled. Thereby, these sessions are aimed at increasing the number of credits *RY* youth earn toward high school graduation and at preventing high school dropout.

Application–Drug-Use Control session plans are designed to help the *RY* youth apply the specific unit skills to the *RY* program goal of drug-use control. This involves discouraging alcohol and other drug use, increasing a sense of control over drug use, and decreasing the adverse consequences experienced in their lives because of alcohol and other drug use.

Application–Mood Management sessions are designed to directly apply Skills 1, 2, and 3 from the four social-skills training units to managing stress and moods, particularly feelings of depression and anger. Thereby, students are helped to decrease the potential for suicidal thoughts and behaviors.

Boosters for Reinforcement, Transfer, and Relapse Prevention

This section of each unit provides multiple "hands-on" group and individual activities to use for practice and reinforcement of the group-support processes and skills training objectives of the unit. They are designed to be fun and, at the same time, reinforce the skills, help students transfer these skills to other areas in their life, and prevent "slips" or relapses into earlier self-destructive behaviors. Multiple suggestions are provided for projects which visually express the students' development in the program. These are typically displayed prominently in the *RY* classroom and/or included in each student's *RY* notebook. Many booster activities emphasize the positive and focus on recognizing and rewarding improvements. Others provide additional activities to stimulate and motivate continued practice of skills.

Summary Table of Common Training Features and Examples of Sessions in the Four Major Units

Table 2 highlights *examples* of sessions covered at each level of skills training within each of the four major units in *RY*. Shown in this way, Table 2 summarizes the nine common features of the skills training format (left-hand column) and the four social-skills training units (listed across the top). Under each skills training unit are *titles* of corresponding concepts or sessions in that unit.

TABLE 2. ORGANIZATION AND EXAMPLES OF *RY* SOCIAL-SKILLS TRAINING UNITS AND GROUP SESSIONS

	***RY* SOCIAL- & LIFE-SKILLS TRAINING UNITS**			
Common Unit Features	**1. Self-Esteem**	**2. Decision Making**	**3. Personal Control**	**4. Interpersonal Communication**
1. Background Key Concepts	Positive self-esteem means knowing and appreciating yourself.	DM is a process of selecting from two or more possible options in order to solve a problem or set a goal.	Personal Control means coping successfully with stress & feelings of depression, anger, etc.	Verbal & nonverbal exchanges define our relationships—e.g., expressing care and concern, negotiating.
Objectives	Give accurate self-appraisal; practice positive self-talk including group praise	Make group contract; set rewards for effective DM	Practice relaxation and exercise techniques	Practice refusal skills to resist peer pressure
Strategies	Problem solving	Decision Making	Coping	Supporting
2. Focus Sessions	"*RY*'s Best Self," "Support with Hugs, not Slugs"	"Evaluating Decisions"	"Stress Awareness: Stress Triggers, Stressful Reactions"	"Comm. Goals: Comm. Acceptance of Self & Others"
3. Skill 1	"Positive Self-Talk: An Affirmation a Day"	"S.T.E.P.S. to Decision Making"	"Using S.T.E.P.S to Control Stress"	"Sending & Receiving Clear Messages: A Model"
4. Skill 2	"Positive Self-Images: Visualizing Group Strengths"	" Mini-Decisions/Goals"	"Getting Support to Control Stress"	"Helping Friends" "Taking S.T.E.P.S." "Helping vs. Enabling"
5. Skill 3	"Interrupting Automatic Thoughts"	"Time Management"	"Working out Stress through Exercise & Fun Activities"	"The Give & Take of Conflict Negotiation"
6. Application: Achievement	"Removing Barriers to Success"	"S.T.E.P.S. to Improved School Achievement"	"Getting Support to Improve School Achievement"	"Negotiating with Teachers"
7. Application: Drug Use Control	"Dependency & Stress"	"S.T.E.P.S. to Drug Use Control"	"Controlling Addictive Behaviors"	"Saying 'NO'"
8. Application: Mood Management	"Emotional Spirals"	"S.T.E.P.S. to Improved Mood"	"Controlling Anger: Triggers & Reactions"	"Strengthening Friendships & Improving Mood"
9. Boosters for Achievement Drug-Use Control Mood Control	"Self-Esteem Enhancement Boosters"	"The Refrigerator Door Company" "What Can I Say" "Recog. Improvement"	"Your Piece of the Pie" "Risky People/Places" "Anger Check-In"	"Rescue Triangle" "Breaking the Ice" "Role-Plays"

SOCIAL ACTIVITIES AND SCHOOL BONDING

Promoting social activities and school bonding is another integral component in *RY*. The major purposes are: (1) to reinforce health-promoting activities and teach youth to expand their repertoire of recreation and social activities; (2) to teach youth to know service as an opportunity for growth; and (3) to provide youth with opportunities for developing close friendships and extended belonging and bonding to their school and/or the larger community.

Social activities in the community

Some of the essential *social activities* suggested are drug-free weekend activities. These are encouraged for each weekend during *RY* in order for the students to learn that they can have fun without drug use and to learn new, helpful recreational resources in their community. The *RY* group leader need not necessarily attend these weekend activities with the students; rather, his or her role may be limited to encouraging the use of S.T.E.P.S. in making decisions about how the students will structure their weekends in order to remain drug-free. Frequently, the brainstorming must include thinking of activities that cost little or no money.

Examples of suggested drug-free activities for *RY* youth include:

- attending a sporting event together
- going bowling or going to a movie together
- meeting at a local drug-free teen dance
- playing volleyball, basketball together
- going to the zoo together
- combining a picnic with volleyball in a local park
- going on a hike or going biking together

Optional recreational activities to occur during *RY* have included beginning and advanced "ropes courses." Another possibility is a weekend training retreat. These additional activities outside the classroom require funding sources and group supervision. This is where community involvement and financial support of the program can pay off. Often a local business or foundation is willing to support these activities for high-risk youth. These optional social and recreational activities are important adjuncts to the class. While *RY* can be implemented successfully whether or not these activities are utilized, their value cannot be overestimated for connecting youth to conventional bonds in the community. The *RY* leaders must decide the level of commitment they are willing to make to participating in these community activities.

School bonding activities

The *school bonding* activities are critical for reconnecting *RY* youth to the larger school institution. The model for bonding *RY* students to school is to work toward connecting their strengths to identified school needs. This means findings ways the school would benefit from strengths *RY* students have and facilitating involvement for *RY* youth—preparing them to succeed. In this way, both parties benefit.

Just a few of the strategies suggested for connecting kids to school include:

- staging an RY volunteer project around school: planting, cleaning up, developing a particular area, etc.
- making a videotape production together; e.g., a typical day in RY; present the tape at a school assembly, to a PTA group and so forth
- participating in a middle school's orientation to the high school. RY youth can meet with classroom groups to talk, advise, and train incoming ninth graders about how to resist peer pressure for drugs, skipping classes, sex, and so forth
- connecting individual RY students with other school jobs they are interested in—e.g., being a "front office" worker, etc.
- setting up speaking roles within and outside school so that RY youth can participate in talks about the class, or about preventing the initiation of drug use, such as with middle and elementary schools

An important aspect of connecting *RY* youth to school is also to arrange for school-wide recognition of their efforts. For example, this may mean giving certificates for service, publishing the students' names in the school newspaper, and so forth. Additionally, we emphasize the importance of ongoing recognition in *RY* such as: posting a weekly roster in the *RY* classroom of service accomplishments, presenting a "volunteer of the week" certificate for service, arranging to have some portion of their grade for *RY* based on at least one example of service to the school and/or community, publicly recognizing students who are connected in various school activities or clubs, and asking them to help connect others who would like to join the club or activity.

In short, bonding *RY* to the larger school community (beyond the *RY* class) helps them increase their sense of belonging and power to effect positive change, benefits others as well as themselves, and gives them a stronger purpose in life and greater school satisfaction. These are all protective factors known to counteract school dropout, drug involvement, depression, and suicide-risk behaviors.

KEEPING SIGHT OF THE GOALS

You and your students in *RY* are forming a very special learning group. It may be one of the very few positive learning experiences your students have ever had. You may get discouraged. They may get discouraged. That is normal. Your job is to keep hope alive amid expressions of hopelessness such as this student's:

> *It's been about three years since I really went to school. I come back every semester and I promise myself that this time I'll try harder, but I don't believe the promise anymore. I don't know why I even say it. So I stay at home and I stay in bed and I wait until my father finds out and then the yelling starts all over again. But now he doesn't even yell anymore. I guess he gave up. He hates me and I hate him. I don't even know what day it is most of the time.*

Support and celebrate small daily improvements students make. Many students really do leave *RY* with hope and optimism for the future, as this student attests:

> *It was really cool. Now that I'm graduating I would really like to keep this group alive. This group really knows how to share and help other people. If it would be O.K. with everybody, I would like us all to have weekly meetings through the years.*

REMEMBER! NEVER GIVE UP! NEVER GIVE IN!

PART IV: EXPECTED OUTCOMES

Reconnecting Youth is expected to result in specific gains for the youth participants. These gains, in turn, also are likely to have a positive effect in the students' networks of friends, family, and community. As personal growth challenges are met, *RY* students build bridges that reconnect them with school and their community. Bonding with school and community develops in students a sense of belonging and of power to effect positive change. The school and community also benefit from the strengths of *RY* students who can fulfill important school and social needs.

Each of the next chapters is designed to enhance specific outcomes for youth: an enhanced self-esteem; decision making that results in healthier outcomes; a greater sense of personal control in managing stress, depression, and anger; and improved interpersonal communication that results in improved negotiation skills and a larger social support network. *The Social Activities and School Bonding* chapter provides strategies for reconnecting *RY* students with school and community in order to transfer the skills learned in *RY* and prevent relapse to prior self-destructive behaviors.

We know the program worked to influence significant gains in school performance—in terms of a higher grade point average and greater credits earned during the semester the students were in *RY*. And these gains were sustained during the follow-up semester. We also know the program worked to influence decreased drug involvement, especially decreased hard drug use, increased drug-use control, and decreased adverse drug-use consequences. These gains were also sustained at follow-up, a semester later. We know, too, that the program worked to decrease depression, hopelessness, stress, anger, and suicide-risk behaviors at program exit and at follow-up, a semester later. Finally, the program worked as designed because there were changes in the mediating variables, increased personal control, self-esteem, school bonding, and social support.

These gains were observed when the *Reconnecting Youth* program was delivered as described in this book. Further, we know that when we expanded the program to include depression and anger management in the *Personal Control Unit,* the outcomes were significantly improved over the earlier tests. In short, the higher the quality of implementation, the better the outcomes. That is why we highly recommend that *Reconnecting Youth* be implemented as described in this book.

EVALUATION TOOLS SECTION

This chapter in the book includes the necessary process and outcome evaluation tools for assessing the effectiveness of *RY* in terms of: (1) program implementation—that is, how well the *RY* curriculum is being implemented as designed; and (2) the desired program outcomes.

The *process* evaluation tools measure four aspects of program implementation:

- *The RY participant's levels of skills competencies.* Using this tool at the beginning, middle, and end of *RY*, you will be able to determine the degree of change over time in each individual student's competencies over the course of the program.
- *Level of skills training content delivered.* Using this tool, you record the time spent daily on each unit over the course of the class.
- *RY leader's competencies.* Three tools are provided for you to assess the leader's frequency and quality of (1) providing life skills training, (2) fostering positive peer-group development, and (3) providing social support.
- *RY group competencies.* Two tools are provided for assessing the level of (1) group social support provided, and (2) group support given and received by each group member.

Instructions for use and coding are provided for each tool. We strongly recommend videotaping *RY* sessions in order to complete these process evaluation assessments.

The *outcome* evaluation tools and methods provided measure the three major program outcomes:

- *Drug involvement.* This instrument measures (1) the frequency of 12 types of alcohol and other drugs used, (2) the level of drug-use control and adverse consequences, and (3) the student's perception of change in use (better or worse) over the past month.
- *School performance.* Forms are provided for recording the indicators of attendance and grades in all the student's classes.
- *Mood.* The CES-D measure of depressed mood and its interpretation guidelines are recommended and included.

The overview in this chapter on evaluation provides the *RY* leader with the name of each tool, whether it is used for *process* or *outcome* evaluation, which objective it measures, and the schedule for use (daily, weekly, monthly, etc.). An added feature is that *Leader*, *Observer,* and *Student* rating forms are provided for many of the tools.

We encourage you to establish baseline data for each of these primary success indicators and assess changes in the *RY* students' progress over time. Good evaluation techniques can help determine midpoint successes and difficulties, which can provide indications for needed changes to improve the implementation of the program. We invite you to evaluate your work in reconnecting youth as we did; and we would enjoy hearing about your results.

Other domains that we assessed prior to starting *RY*, during the implementation process, at program exit, and at follow-up include the following:

I. AT THE INDIVIDUAL LEVEL

  A. ***Personal Resources***
    - Self-esteem
    - Personal control
    - Coping strategies

  B. ***Emotional Well-Being***
    - Depression, hopelessness, anxiety
    - Life satisfaction
    - Stress
    - Anger control problems

  C. ***Drug Involvement***
    - Drug access
    - Frequency of alcohol use
    - Frequency of other drug use
    - Drug-use control problems
    - Adverse drug-use consequences

II. PEER ACTIVITIES & PEER BONDING
    - Time spent with friends in activities
    - Proportion of friends engaging in deviant behaviors
    - Proportion of friends engaging in conventional behaviors

III. FAMILY RELATIONS
    - Involvement in family activities
    - Conventional family bonding
    - Family (parental and sibling) drug-use problems
    - Family distress
    - Family support satisfaction

IV. **SCHOOL RELATIONS**

- School strain and school bonding
- Unmet school goals
- Importance of school goals
- School satisfaction
- Likelihood of school dropout

V. **SOCIAL SUPPORT IN SCHOOL, PEER, AND FAMILY NETWORKS**

- Support and help for school from teachers, counselors, class mates, friends, mother, father, siblings, and others
- *RY* group leader support and help
- *RY* peer-group support and help
- Support and help in most-favorite class—from teacher and classmates
- Support and help in least-favorite class—from teacher and classmates

CONCLUSION

The issues discussed in this chapter are some of the major points to consider before implementing *Reconnecting Youth*. Other issues and specifics to consider will vary, based on the characteristics of your individual school and school district, or the community agency where you work.

Hopefully, this chapter and the appendices will increase your ability to plan and prepare for a successful implementation process. Ideally you should also have greater insight and understanding of the *Reconnecting Youth* psychoeducational model, how to integrate group work and skills training in the *RY* experience, and the importance of evaluating the quality of your implementation and the student expected outcomes. For information about *RY* leader training from the developers of *Reconnecting Youth*, we encourage you to contact the publisher, National Educational Service.

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Appendix A
RY MASTER PLAN

Key
GS = Getting Started
SE = Self-Esteem Enhancement
DM = Decision Making
PC = Personal Control
IPC = Interpersonal Communication

Unit: Getting Started
Weeks 1 & 2

Week: 1
Theme: "Beginning to Trust"

Skill Work & Group Sessions | **Program Goals**

Days	Focus	Skills	Application	Boosters	Achievement	Drug-Use Control	Mood
1	"Welcome to RY"						
2		"Showing Care & Concern in Group"					
3		"Setting Attendance Goals"			Set Attendance Goals		
4		"Monitoring Attendance"			Monitor Attendance Goals		
5		"School Smarts"			Set Achievement Goals		

Week: 2
Theme: "Setting New Goals"

Skill Work & Group Sessions | **Program Goals**

Days	Focus	Skills	Application	Boosters	Achievement	Drug-Use Control	Mood
1		"Understanding & Monitoring Moods"					Monitor Moods
2		"Evaluating Drug-History"				Monitor Drug-Use	
3		"Monitoring Drug-Use"				Set Drug-Use Goals	
4		"Setting Program Goals"			Set Achievement Goals		Set Mood Goals
5		"Setting Personal Goals"					

Key
GS = Getting Started
SE = Self-Esteem Enhancement
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IPC = Interpersonal Communication

Unit: Self-Esteem Enhancement
Weeks 3 & 4

Week: 3
Theme: "Building Self-Esteem"

	Skill Work & Group Sessions				Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1	Focus 1: "RY's Best Self"						
2	Focus 2: "Support with Hugs, Not Slugs"						
3	Focus 3: "Giving & Receiving Helpful Criticism . . ."						
4				"Brown Bragging It"			
5				"Praise Waves"			

Week: 4
Theme: "Positive Self-Image"

	Skill Work & Group Sessions				Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Skill 1: "Positive Self-Talk . . ."		"Growing Self-Esteem"			
2		Skill 2 - 1: "Guided Relaxation"					
3		Skill 2 - 2: "Visualizing Group Strengths"					
4		Skill 2 - 3: "Visualizing Goals"			Focus on Program Goals		
5				"Coat of Arms"			

Key
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IPC = Interpersonal Communication

Unit: Self-Esteem Enhancement
Weeks 5 & 6

Week: 5
Theme: "Coping with Depression & Stress"

		Skill Work & Group Sessions			Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Skill 3: "Interrupting Automatic Thoughts"		"Snap! Zap!"			
2				"Pessimist vs. Optimist"			
3			Mood: "Emotional Spirals"				Check-back on Mood Monitoring
4				"Singin' the Blues"			
5			Drug-Use Control: "Dependency & Stress"			Check-back on Drug/Dependency Monitoring	

Week: 6
Theme: "Increasing Achievement & Self-Worth"

		Skill Work & Group Sessions			Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1			Achievement: "Removing Barriers to Success"		Check-back on Attendance Monitoring		
2				"Finding the Source"			
3		Review Self-Esteem, Skill 2–3		"How-To"			
4	Review Self-Esteem, Focus 1–3						
5				"AD-GRAB"			

Key
GS = Getting Started
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DM = Decision Making
PC = Personal Control
IPC = Interpersonal Communication

Unit: Decision Making
Weeks 7 - 8

Week: 7
Theme: "Planned Decision Making"

		Skill Work & Group Sessions			Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1	Focus: "Evaluating Decisions"						
2		Skill 1: "S.T.E.P.S. to Planned Decision Making"					
3		Continue, Skill 1					
4		Skill 2: "Mini-Decisions/Goals"			Make goal statements and plans.		
5		Skill 3: "Time Management"					

Week: 8
Theme: "S.T.E.P.S. to Achievement Goals"

		Skill Work & Group Sessions			Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Review Getting Started, Day 5					
2			Review Self-Esteem, Application Achievement				
3			Achievement 1: "Grading Yourself"		Self-Evaluate		
4			Achievement 2: "Contract for Improvement"				
5		Review Decision Making, Skill 3					

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Unit: Decision Making
Weeks 9 - 10

Week: 9
Theme: "S.T.E.P.S. to Drug-Use/ Dependency Control"

		Skill Work & Group Sessions			Program Goals		
Days	Focus	Skills	Application	Boosters	Achievement	Drug-Use Control	Mood
1		Review Getting Started, Days 2–3				Self-Evaluate	
2			Review Self-Esteem, Application Drug-Use Control				
3			Drug-Use Control: "S.T.E.P.S. to Improved . . ."				
4				"What Can I Say"			
5				"Recognition of Improvement"	Monitoring progress/ praise achievements.		

Week: 10
Theme: "S.T.E.P.S. to Mood Management"

		Skill Work & Group Sessions			Program Goals		
Days	Focus	Skills	Application	Boosters	Achievement	Drug-Use Control	Mood
1		Review Getting Started, Day 6					
2							
3			Review Self-Esteem, Application Mood				Assess moods
4			Mood 1: "Measuring Moods"				Set mood goals
5			Mood 2: "Changing Moods"	"Recognition of Improvement"	Monitoring progress/ praise achievements.		

Key
GS = Getting Started
SE = Self-Esteem Enhancement
DM = Decision Making
PC = Personal Control
IPC = Interpersonal Communication

Unit: Personal Control
Weeks 11 - 12

Week: 11
Theme: "Stress Awareness"

	Skill Work & Group Sessions				Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1	Focus 1: "Stress Triggers"						
2				"Stress Barometer"			
3	Focus 2: "Stressful Reaction"						
4				"Your Piece of the Pie"			
5						Make plans for stress-free, drug-free weekend.	

Week: 12
Theme: "S.T.E.P.S. to Personal Control"

	Skill Work & Group Sessions				Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Review Decision Making, Skill 1					
2		Skill 1: "Using S.T.E.P.S. to Control Stress"					
3		Skill 1: "Using S.T.E.P.S. to Control Stress"					
4		Skill 2: "Getting Support to Control Stress"					
5				"Stress Reduction Tips"			

Key
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Unit: Personal Control
Weeks 13 - 14

Week: 13
Theme: "Stress Control Goals"

		Skill Work & Group Sessions			Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Skill 3: "Working out Stress . . ."					Monitor effects on mood
2		Review Decision Making, Application Achievement					
3			Achievement: "Getting Support to Improve Achievement"		Assess progress/set goals.		
4			Review Self-Esteem, Application Drug-Use Control				
5			Drug-Use Control: "Controlling Addictive Behaviors"			Assess progress/set goals.	

Week: 14
Theme: "Controlling Anger"

		Skill Work & Group Sessions			Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1			Mood 1: "Knowing Your Anger Triggers & Reactions"				
2				"Monitoring Anger"			Monitor Moods
3			Mood 2: "Changing Anger Reactions"				Set Goals
4			Continue Mood 2				
5				"R_x for Stress"			

Key
GS = Getting Started
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IPC = Interpersonal Communication

Unit: Interpersonal Communication
Weeks 15 - 16

Week: 15
Theme: "Acceptance of Self & Others"

	Skill Work & Group Sessions				Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1	Focus 1: "Communicating Acceptance of Self & Others						
2				"Evaluating Group Talk"			
3				"Behind the Mask"			
4	Focus 2: "Strength Bombardment"						
5		Review Self-Esteem, Skill 2–2					

Week: 16
Theme: "Clear Communication"

	Skill Work & Group Sessions				Program Goals		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Skill 1–1: "A Communication Model"			Continue monitoring goals:	emphasize accurate appraisal.	
2		Skill 1–2: "Sending 'I' Messages"					
3		Skill 1–3: "Active Listening"					
4				"Get the Message?"			
5			Drug-Use Control: "Saying 'No'"				

Key
GS = Getting Started
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PC = Personal Control
IPC = Interpersonal Communication

Unit: Interpersonal Communication
Weeks 17 - 18

Week: 17
Theme: "Friendships"

Skill Work & Group Sessions | **Program Goals**

Days	Focus	Skills	Application	Boosters	Achievement	Drug-Use Control	Mood
1		Skill 2–1: "Helping Steps"					
2		Skill 2–2: "Helping vs. Enabling"					
3				"The Rescue Triangle"		Relate rescue syndrome to drug co-dependency.	
4			Mood: "Strengthening Friendships & Improving Mood"				Monitor effects of friendships on mood.
5				"Breaking the Ice"			

Week: 18
Theme: "Conflict Negotiation"

Skill Work & Group Sessions | **Program Goals**

Days	Focus	Skills	Application	Boosters	Achievement	Drug-Use Control	Mood
1		Skill 3–1: "Helpful vs. Hurtful Attitudes . . ."					
2		Skill 3–2: "S.T.E.P.S. to Conflict Negotiation"					
3			Achievement: "Negotiating with Teachers"		Set goals for negotiation.		
4				"Dealing with Parents"			
5				"Role-Plays for Conflict Negotiation"		Choose goal-related situations to practice conflict negotiation.	

Key
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Unit: Wrap-Up
Weeks 19 - 20

Week: 19
Theme: "Evaluating Personal Growth"

		Skill Work & Group Sessions			**Program Goals**		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1		Evaluation Tool: Skill Competencies, Post-RY					
2		↓					
3		↓			Review Semester Grades		
4		↓				Evaluation Tool: Drug Involvement	
5		↓					Evaluation Tool: CES-D

Week: 20
Theme: "Celebrate Personal Growth"

		Skill Work & Group Sessions			**Program Goals**		
Days	**Focus**	**Skills**	**Application**	**Boosters**	**Achievement**	**Drug-Use Control**	**Mood**
1				IPC: "RY Year Book"			
2				↓			
3				↓			
4				↓			
5	End - of - Semester	Group Social Activity		↓			

APPENDIX B
RY INVITATION OUTLINE

1. **Introductions**
2. **Reason for the Invitation**
    - Randomly selected students having difficulty with school
3. **Description of *Reconnecting Youth***
    - Regular class, meets daily, receives elective credit
    - Class size (12); randomly selected grades 9-12, male and female
    - Goals of this class are:
        1. To increase school performance
        2. To increase drug-use control
        3. To increase mood management
    - Course content: blending support group and skills training to help each other work on course goals
        1. Support group = helping each other solve problems
        2. Skills training = self-esteem enhancement, decision-making, personal control, interpersonal communication
4. **Questions and Discussion**
5. **Interest in Participation**

    If Yes, Explain What Happens Next

    - Review schedule for coming semester. Is there room for class? Review graduation requirements, registration procedures.
    - Student discusses program and consent form with parent or guardian.
    - If student and parent agree, then sign and return consent.

    If No, Why Not, and Thanks for the Time

APPENDIX C
RY START-UP PLANNING CHECKLIST

Scheduling the Group

- ☐ Time
- ☐ Place
- ☐ Frequency
- ☐ Length of Sessions
- ☐ Starting/ending dates
- ☐ Informing other staff members

Inviting Students and Notifying Parents

- ☐ Establishing criteria for inviting
- ☐ Explain the purpose of the group
- ☐ Explain the expectations of being a group member
- ☐ Explore student's feelings and opinions about joining
- ☐ Notify parents of students who have accepted

Anticipating Questions from Students During the Invitation Process and During the First Weeks of the Group

- ☐ Why should I join?
- ☐ Who else will be in the group?
- ☐ Who decides which members get to join?
- ☐ How do you know which kids have common problems?
- ☐ What do you expect kids to do in the group?
- ☐ What do you do in the group?
- ☐ What can kids say in the group?
- ☐ What about discussing personal problems in the group?
- ☐ Can I bring friends to group?
- ☐ Can I really trust other members of the group?
- ☐ How will we decide things in the group?
- ☐ Do I have to come to group each time?

2

GETTING STARTED: THE FIRST 10 DAYS

GETTING STARTED CONTENTS

Background

Day 1: **Welcome to *RY*!**

Day 2: **Showing Care & Concern in Group**

Day 3: **Setting Attendance Goals**

Day 4: **Monitoring Attendance**

Day 5: **School Smarts: A Checklist for Improving School Achievement**

Day 6: **Understanding & Monitoring Moods**

Day 7: **Evaluating Drug-Use and Non-Use Decisions**

Day 8: **Monitoring Addictive Behaviors**

Day 9: **Setting Program Goals**

Day 10: **Setting Personal Goals**

GETTING STARTED

BACKGROUND

IMPLEMENTING THE GETTING STARTED UNIT

Background Reading

Organize the first two weeks of activities in *RY* with the *RY* model clearly in mind. The first two weeks of *RY* are critical for setting a tone in which the positive peer culture can grow and for motivating the group to achieve *RY* program goals. The *Planning and Preparation* chapter in this guide gives you important information about the goals and strategies of *RY*. As you review the 10 sessions outlined in the *Getting Started Unit*, you will see that work on all the major program goals is initiated in the first two weeks.

Physical Space and Materials

Think about the physical space where *RY* will be meeting as a place that the group can identify as its own. Even if the room is shared with other classes, make wall space, bulletin board space, and storage space available just to the group. During the first two weeks, the group can personalize the space with signs and drawings. Arrange chairs or desks in a circle to facilitate group discussion and promote group bonding. If you plan to videotape sessions, decide on the best placement of the equipment.

Each student will need a three-ring binder with dividers. Students can organize the worksheets and monitoring charts they receive throughout the semester by putting them behind the appropriate divider in their notebooks. Gather supplies such as flipchart paper, colored markers, pencils, Post-It® notes, blank stickers, and scrap paper that the group can use for activities. The first page of each session in this guide lists materials needed for that particular session.

COMPONENTS OF THE GETTING STARTED UNIT

Building a Positive Peer Group

Building a positive peer group begins on Day 1 of *RY*. Activities and discussions in the *Getting Started Unit* promote group ownership, trust, and openness. The group first experiences support through the care and concern you show and the communication skills you model. The support processes demonstrated and practiced during the first two weeks include:

- Listening to each other
- Giving helpful feedback
- Showing care and concern for each other
- Praising each other
- Celebrating group successes

- Negotiating agendas
- Encouraging participation
- Trusting each other

Targeting Program Goals

Another major objective of the *Getting Started* sessions is to create a clear *RY* agenda that includes directed skills training applied to program goals. The negotiated daily agenda always includes a topic that teaches a skill and/or has the group apply a skill to a program goal. While formal skills training begins after the *Getting Started* sessions, program goals are discussed and short-term goals set in these first 10 days. Most importantly, monitoring begins in all three program goal areas: Achievement/ Attendance, Drug-Use Control, and Mood Management. Monitoring early in the semester can help decrease problems which tend to snowball as the semester progresses.

Key Concepts

The key concepts in each *RY* session provide a rationale for participating in activities. The purpose of communicating and reinforcing key concepts is to help build understanding and motivation to practice skills and achieve goals. The key concepts of the *Getting Started Unit* are as follows:

SESSIONS	**KEY CONCEPTS**
Day 1	• We can all have a much-improved school year by combining talents and supporting one another. • Personal growth is most likely to occur when we share a little of ourselves and trust in one another.
Day 2	• The picture we have of ourselves (our self-esteem) is greatly influenced by what others say about us and how they treat us. Showing care and concern tells a person that we value him/her.
Day 3	• Our self-esteem improves as we achieve goals that are important to us. • The group can support one another's school achievement goals through helpful feedback and encouragement.
Day 4	• Achievement of goals happens one day at a time. • *RY* celebrates daily successes toward achievement of goals.

Day 5	• Good study and work habits improve school achievement. • Praising each other's efforts and giving helpful feedback in group helps everyone improve school achievement.
Day 6	• Communicating our moods and feelings is healthy. • Monitoring our moods helps us understand and control our moods.
Day 7	• Success at school, in relationships, at home, and on the job is compromised by drug use. • Openness about drug use or non-use depends on the bonds of trust created in group.
Day 8	• Addictive behaviors can cause personal, physical, emotional, and legal problems. • Problems can be an opportunity for personal growth.
Day 9	• Setting goals that we want to accomplish gives us control in our lives. • Support, encouragement, and helpful feedback in *RY* help everyone accomplish their goals.
Day 10	• Problems can be an opportunity for personal growth. • Setting goals that I want to accomplish gives me control in my life. • Support, encouragement, and helpful feedback in *RY* helps me accomplish my goals.

DAY 1: WELCOME TO *RY*!

OVERVIEW

Summary

As students gather for their first *RY* session, they take the beginning steps toward shared group ownership and trust in one another. Day 1 is a time of introductions—to one another and to the goals of *RY*.

Key Concepts

1. We can all have a much-improved school year by combining talents and supporting one another.
2. Personal growth is most likely to occur when we share a little of ourselves and trust in one another.

Learning Objectives

Students will . . .

1. Describe themselves, their goals, and challenges.
2. Identify program goals.
3. Practice shared decision making.
4. Celebrate the beginning of *RY*.

Preparations

1. Review session.
2. Arrange desks/chairs in a circle.
3. Copy sample interview questions on the board/flipchart.
4. Make copies of "*RY*: An Overview" for each student.
5. Acquire three-ring *RY* binder for each student.
6. Make or buy treats (cake, cookies, donuts) to celebrate Day 1 of *RY*.

Materials

1. Copies of "*RY*: An Overview" for each student.
2. Three-ring binder for each student.
3. Colored markers.
4. Treats (cake, cookies, donuts).

INTRODUCTION

Welcome Students

Welcome students by telling them that you are really glad that each one of them decided to take *RY*. Express your confidence that the group will work well together. Emphasize that today marks a beginning:

> *Beginning to share group ownership*
>
> *Beginning to trust one another*

Negotiate Agenda

Explain that in each *RY* session, the group decides on an agenda that includes their own individual and group needs and a program topic and/or skill.

Ask students:

> *Does anyone have any immediate needs (e.g., scheduling problems) that we could help you with in today's session? (Open answers.)*

Write students' names on the flipchart, any other business, and today's topic: **Introductions.**

Provide Rationale

In your own words, explain the purpose of *RY* as expressed in the key concepts:

> *We can all have a much-improved school year by combining talents and supporting one another.*
>
> *Personal growth is most likely to occur when we share a little of ourselves and trust in one another.*

Tell students that beginning to trust each other involves some risk-taking. The first risk today is what they choose to share about themselves during introductions.

ACTIVITIES

Group Shares Decision Making

Emphasize that they'll be making many shared decisions in group throughout the first semester. They can start now by deciding how they'd like to do introductions.

Provide Options

Give students the following options and ask for other ideas:

> *Work in partners, ask each other questions, then tell the group a little bit about the partner.*
>
> *Go around the circle and have each person say a few things about him/herself.*

Group Discusses

After group has decided how they'd like to do introductions, show them the sample questions for introductions that you've written on the flipchart/board. Write down students' suggestions for other questions.

> Sample Introduction Questions:
>
> *What words best describe you?*
>
> *What are your interests? (hobbies, favorite movies, books, people, places)*
>
> *Whom do you live with and how do you get along?*
>
> *What has kept you from doing well in school?*
>
> *Why do you think you were chosen for this group?*

Group Shares

Give students time to introduce themselves or one another. Participate in the introductions, modeling appropriate risk-taking. Thank students for sharing and taking the first step toward trusting one another.

Ask students:

> *Are you hearing any similarities in interests, goals, or problems that have been shared?* (Open answers.)

Pass Out "RY: An Overview"

Pass out notebooks and the "*RY*: An Overview" handout. Ask students to fill in the seating chart on the sheet. Point out the program goals listed on the sheet and tell students that the group will discuss these goals over the next few days and work on them throughout the semester. Have students put the handout in their notebooks.

Group Brainstorms

Have students brainstorm topics they'd like to discuss under each program goal. On the flipchart, make a list (separate page for each goal) of each item and number them. On a sheet of paper, students write down the numbers of topics that they want to discuss.

Collect students' lists (no names) and have a volunteer make checks on the flipchart list next to the numbers chosen. Save lists for future reference.

CONCLUSION

Group Processes

Ask group how comfortable they felt sharing today. Go around the circle and have students give a number from 1 to 5 to rate their comfort levels. Ask students to describe their usual levels of participation in group discussions at school. Have the group discuss how to encourage equal participation from all group members. Emphasize that everyone's contribution is highly valued, but that everyone has the right to pass on any topic. Tell students that in the next session, they'll decide what group ground rules they'd like to have.

Celebrate!

Once again, emphasize the theme of beginnings. Pass out the treats. One option is to have an *RY* birthday cake. Each student lights a candle and puts it on the cake to symbolize his/her beginning in *RY*.

If time permits, pass out colored markers and have students begin designing their binder covers while they enjoy the treats.

RY: AN OVERVIEW

The purpose of Reconnecting Youth is to accomplish the goals listed in the center of this page. Each and every group member plays a big part in the group's achievement of those goals. Write your name and the names of the group members in the boxes surrounding the goal circle.

Program Goals

1. Improve School Performance (Grades, Credits, Attendance, Work)
2. Improve Drug-Use Control
3. Improve Moods

DAY 2: SHOWING CARE & CONCERN IN GROUP

OVERVIEW

Summary

The focus on shared group ownership and trust continues this second day of *RY*. Drawing from concepts in the *Self-Esteem Unit*, this session highlights the value of showing care and concern for ourselves and others.

Key Concepts

1. The picture we have of ourselves (our self-esteem) is greatly influenced by what others say about us and how they treat us.
2. Showing care and concern tells a person that we value him/her.

Learning Objectives

Students will . . .

1. Compare/contrast helpful vs. hurtful feedback.
2. Practice giving helpful feedback.
3. Create ground rules for promoting care and concern in group.

Preparations

1. Review session.
2. Review *Self-Esteem* Focus sessions, which further develop this session's key concepts.
3. Cut up heavy construction paper for bookmarks.

Materials

1. Flipchart, markers.
2. Blank bookmarks, colored pencils, markers, stickers.

INTRODUCTION

Check In

Check in with each student in the circle, asking questions such as:

> *How did your first day of school go? Do you have any scheduling problems or other issues you'd like to hear from the group on?*

Negotiate Agenda

List the names of students who want time on today's agenda. Add to the agenda: **Showing Care & Concern in Group.**

Provide Rationale

Using a colored marker, draw a large circle on the flipchart/board. Label the inside of the circle CARE & CONCERN. Have each student come up and write his/her name around the outside of the circle in the order they're sitting.

Tell students that one of the most important things the group does together is show care and concern for each other. This can also be called supporting and encouraging each other. Today, they'll be working on the goal of showing care and concern for one another.

ACTIVITIES

Group Brainstorms

Ask students to decide together how they want to show care and concern. What does support look, sound, and feel like? Ask for a volunteer to write down the group's ideas inside the circle labeled "CARE & CONCERN."

Later, type and post the group's ideas. In another session, the group can streamline the ideas and formulate a list of basic guidelines for group discussion and decision making.

Ask students to think of various issues—difficult or pleasant—that might come up in group. For example:

> *Broke up with girlfriend / boyfriend*
>
> *Totaled the car*
>
> *Made the team*
>
> *Aced a test*

Group Works in Pairs

Students divide into pairs and take one example of an issue (or make up their own). The pair prepares two brief lists of helpful (supportive) and hurtful ("put-down") responses to the issue. Have pairs prepare a role play of the helpful response.

Group Shares

Each pair presents their lists of helpful vs. hurtful responses. You, or a recorder, write down students' examples in two columns on the flipchart labeled "Helpful" and "Hurtful." Each pair presents their role play of a helpful response. Have the rest of the group give feedback after each role play.

Guide group feedback by asking:

> *How does a helpful or supportive comment affect your self-esteem (the way you feel about yourself)?* (Builds self-esteem.)
>
> *How does a hurtful comment or put-down affect your self-esteem?* (Weakens self-esteem.)

CONCLUSION

Group Praises

Have the group identify all the ways they showed care and concern for one another today. Go around the circle and have each person give helpful feedback to the person sitting on his/her right. Thank that person for something she/he did during group (e.g., good listening, good idea during role play, good support during discussion).

Provide your positive feedback for each person. Express your appreciation for the care and concern that is being shown and your belief in the value of what the group is doing together.

Group Supports

Pass out blank bookmarks and art supplies. Tell students to make a bookmark for the person on their right that expresses their appreciation of his/her helpful participation today. For example, "Thanks for Sharing." After students finish their bookmarks, have them continue to work on their notebook cover.

DAY 3: SETTING ATTENDANCE GOALS

OVERVIEW

Summary

In this session, students connect self-esteem with school achievement. Setting attendance goals becomes the first step toward improving overall school achievement and building self-esteem.

Key Concepts

1. Our self-esteem improves as we achieve goals that are important to us.
2. The group can support one another's school achievement goals through helpful feedback and encouragement.

Learning Objectives

Students will . . .

1. Identify reasons why attendance is important for school achievement.
2. Set attendance goals for *RY*.
3. Support group members to achieve goals.

Preparations

1. Review session.
2. Make copies of school's and *RY* attendance policies.
3. Create attendance monitoring chart (see sample).
4. Post flipchart brainstorming list students prepared in Day 1 regarding topics of interest for attendance goal.

Materials

1. Flipchart, markers.
2. Copies of school's and *RY* attendance policies for each student.
3. Attendance monitoring chart.

4. Boxes of stars (three different colors).
5. Post-it® notes.

INTRODUCTION

Check In

Go around the circle and ask how everyone is doing. Is there something students would like to share or brag about? As students check in, ask them also to share an example of helpful or hurtful comments they may have received (or overheard) in or out of school since group yesterday.

Negotiate Agenda

Ask who needs help with a problem in or out of school. On the flipchart or board, write the names of students who want time today. Add your topic to today's agenda: **Attendance.**

Provide Rationale

Tell students that you'd like to talk about attendance today because it relates to their discussion of how self-esteem goes up when we get helpful feedback from others.

Explain that what we do also affects our self-esteem. That is, when we achieve things that are important to us, we feel better about ourselves. One of *RY*'s important goals is to help one another improve attendance and school achievement.

ACTIVITIES

Group Identifies

Go around the circle and ask students:

> *What is your typical attendance pattern for the beginning of a semester? Is this pattern something you want to change?* (Open answers.)
>
> *What has your attendance been the first two days? How many classes, if any, have you missed?* (Open answers.)

Group Works in Pairs

Have students work in pairs with someone they don't yet know in group and accomplish the following:

> *List at least three reasons why it's important to attend classes.*

Name at least three reasons why teachers think it's important for students to attend classes.

List at least three reasons why students don't attend classes.

As pairs finish, ask them to write their lists of reasons on the flipchart or board. Some of the reasons might include the following:

Better attendance = better grades and less hassle.

Good attendance says to the teacher, "I care about doing better in class. I'm making an effort by coming to class."

Students skip classes when they're bored, unprepared, and/or stressed out.

Group Discusses

Using the reasons listed, have the group negotiate a list of reasons why they agree to improve their attendance and how they could support one another.

Support Group

Express your support of the group's decisions to improve attendance. Add your own thoughts about how you view the group's attendance in *RY*. Stress that *RY* depends on group work. Thus, the group needs each person's input each day.

CONCLUSION

Pass Out *RY* Attendance Policy

Pass out your attendance policy for *RY*. Review and clarify the policy.

Group Sets Goals

Display the attendance goal chart you've created. Have each student put up stars for the days of this week they've attended *RY*. Students put up a different colored star if they attended all other classes on those days. Tell students to write a goal for this week's attendance. Have group agree on a color code so that progress on attendance can be viewed at a glance. If, at the end of the week, they meet their *RY* goals, they put up a star of a different color or draw their own symbol next to their total for that week. If they meet their attendance goals for all other classes, they choose another star or symbol.

The group can discuss the possibility of a small treat or reward for meeting *RY* attendance goals, for example, a candy bar each Monday for students who had perfect attendance the previous week.

Group Supports

Tell students that their support of one another is key to the achievement of goals in *RY*. Ask students to think of something encouraging they could say to someone who comes to class (e.g., "Glad you're here!" "Great! You made it."). Tell students to write an encouraging message on a Post-it® note. Collect the notes and later stick them next to the names on the attendance chart. When students come to class tomorrow, they'll read the message written to them.

SAMPLE *RY* ATTENDANCE CHART

Week ____________________

	Monday		Tuesday		Wednesday		Thursday		Friday		Goal		Actual	
Names	**RY**	**ALL**	**RY**	**ALL**	**RY**	**ALL**	**RY**	**ALL**	**RY**	**ALL**	**RY**	**ALL**	**RY**	**ALL**

DAY 4: MONITORING ATTENDANCE

OVERVIEW

Summary

The group continues to focus on the importance of improving attendance through monitoring and group support.

Key Concepts

1. Achievement of goals happens one day at a time.
2. *RY* celebrates daily successes toward achievement of goals.

Learning Objectives

Students will . . .

1. Practice monitoring weekly attendance.
2. Discuss ways to support each other's attendance goals.

Preparations

1. Review session.
2. Make a copy of the "Weekly Attendance" handout for each student.

Materials

1. Flipchart, markers.
2. Copies of "Weekly Attendance" handout for each student.

INTRODUCTION

Check In

Tell students to "star" their attendance on the Attendance Chart. Have students read aloud the notes that other students have left for them on the chart. Tell students you're happy to see them in *RY* today.

As you check in with students, ask about their attendance since the last session. Was there a time when they were tempted to skip, but didn't?

What helped them **not** skip? Write students' reasons for not skipping on the flipchart or board.

Negotiate Agenda

Ask if any student needs group input on attendance or any other problem today. Write those students' names on today's agenda and include the topic: **Monitoring Attendance.**

Provide Rationale

Tell students that achieving goals involves some way of checking in or monitoring how they're doing. Today, they'll practice using an attendance-monitoring tool that helps them see how they're doing with attendance in all their classes.

ACTIVITIES

Review

Go over the list of reasons for attending classes that the group negotiated in the previous session. Revise or amend the list as the group sees fit. Also review the topics regarding attendance that the group generated on Day 1. Discuss topics on the list which have not been covered.

Pass Out "Weekly Attendance"

Pass out the "Weekly Attendance" handout and colored markers. Have students fill in their attendance for this week using their favorite colors.

Ask students:

> *Do you want to make any improvement in your attendance next week?* (Open answers.)

Group Sets Goals

Tell students to write in their goal for next week's attendance and put the handout in their notebooks.

Group Supports

Ask the group to discuss ways they might help each other achieve their goals for next week. Suggest that students take a partner and devise ways to support each other, for example, by phoning with reminders the night before, meeting before certain classes, writing each other notes.

CONCLUSION

Emphasize Key Concept

Stress that achievement of goals happens one day at a time, and thus the usefulness of the attendance-monitoring tool they'll be using.

Praise Group

Review the accomplishments of today's group: listening to one another, sharing, supporting, setting goals together. These are the important daily successes that *RY* celebrates.

WEEKLY ATTENDANCE

	Periods							Goal for the Week	Actual Periods Missed	Unexcused Periods Missed
Days	1	2	3	4	5	6	7			
Month ________								☐	______	______
								☐	______	______
								☐	______	______
								☐	______	______
Month ________								☐	______	______
								☐	______	______
								☐	______	______
								☐	______	______
								☐	______	______

DAY 5: SCHOOL SMARTS: A CHECKLIST FOR IMPROVING SCHOOL ACHIEVEMENT

OVERVIEW

Summary

The group develops a list of helpful ideas for improving school achievement. Like the attendance-monitoring tool, the group's "School Smarts" checklist reminds students of the benefits of day-to-day practice of habits that lead to greater success in school.

Key Concepts

1. Good study and work habits improve school achievement.
2. Praising each other's efforts and giving helpful feedback in group helps everyone improve school achievement.

Learning Objectives

Students will . . .

1. Describe their feelings about their classes and possible challenges that the classes might present.
2. Develop a list of good study and work habits to improve school achievement.
3. Show support for each other's ideas to improve school achievement.

Preparations

Review session.

Materials

Flipchart, markers.

INTRODUCTION

Check In

Tell students to fill in the daily attendance chart in their notebook and to "star" their attendance on the attendance wall chart. Tell students that you're happy to see them today in *RY*. Emphasize that the strength of their group comes from their willingness to show up for class and work together on their goals.

Go around the circle and ask students to talk a little about each of their classes. What's going well and what may be some possible challenges or areas where they may need help or ideas from the group?

Negotiate Agenda

Ask students if there is any unfinished business from the last session. Ask who needs time in this session. Add your item to the agenda: **School Achievement.**

Provide Rationale

Tell students that today they'll continue to look at ways to improve school achievement. As a group, they'll develop a "School Smarts" checklist, which they can use like their attendance-monitoring tool, to help them make improvement on a day-to-day basis. (See sample "School Smarts" checklist.)

Emphasize that getting better grades is a day-to-day process. Rather than think about what they can do ***this semester*** to get better grades, think in terms of what they can do ***this day*** to do better work and ultimately improve grades. Stress the importance of telling one another when they've done a good job or shared a good idea. Praise and more praise will help everyone succeed at their goals.

ACTIVITIES

Group Works in Partners

Ask students to choose a partner they have not worked with before. Tell partners to come up with about five ideas that they'd include on a "School Smarts" checklist. These ideas may be things they've done in the past to get good grades or their observations about what others do to be successful in school. Ask for a volunteer to record everyone's ideas on the flipchart when students have finished.

Group Shares

Go around the circle and have partners share one idea while the recorder writes a master list on the flipchart, labeled "School Smarts Checklist." Go around the circle again as partners share a second idea. Continue until all ideas are shared.

Group Evaluates

Ask the group to discuss which ideas seem the most important to success in school. Students might rate the ideas on a scale of 1 to 5, with 5 being "super important." Have the group decide how many of the ideas to include on a final list. Tell students that you'll type up the final list and give everyone a copy in the next session. In addition, create a poster-size checklist to hang in the classroom.

Ask students:

> *How do you want to use this checklist in group?* (Open answers. Possible answers: Refer to the checklist when we discuss problems with classes. On a regular basis, review how many of the ideas we're using on the checklist.)

Group Discusses

Review the list of topics on achievement that the group generated on Day 1. Note topics which have not been covered in the new checklist of ideas. Have the group assess the priorities of these topics.

CONCLUSION

Praise Group

Tell students they've done a fantastic job of working together. They've shown that they have plenty of helpful ideas to share and that the power to change and make improvements is well within their control.

Group Praises

Invite students to praise each other for their good suggestions. Go around the circle and have each student share something his/her partner said that was particularly helpful. Emphasize that praising says to a person, "I'm listening and I value what you have to say."

✓ SAMPLE SCHOOL SMARTS CHECKLIST

______ DO YOU GO TO CLASS?

______ DO YOU DO HOMEWORK OUTSIDE OF CLASS?

______ DO YOU ASK FOR HELP?

______ DO YOU NEGOTIATE WITH TEACHERS?

______ DO YOU SET GOALS YOU ***CAN*** ACHIEVE?

______ DO YOU ASK HOW YOU ARE DOING AND KEEP TRACK OF YOUR PROGRESS?

______ DO YOU CONFRONT YOUR FEARS . . . OF TESTS . . . OF TEACHERS?

______ DO YOU DEAL WITH DISAPPOINTMENTS AND START OVER?

______ DO YOU PRAISE YOURSELF FOR WORKING HARD AND ACHIEVING GOALS?

______ DO YOU TAKE CARE OF YOURSELF?

DAY 6: UNDERSTANDING & MONITORING MOODS

OVERVIEW

Summary

This session introduces a mood-monitoring tool that helps students understand and control feelings and moods. Group members support each other as they share feelings and evaluate moods they'd like to control better.

Key Concepts

1. Communicating our moods and feelings is healthy.
2. Monitoring our moods helps us understand and control our moods.

Learning Objectives

Students will . . .

1. Share feelings and moods they experience.
2. Compare helpful vs. hurtful feelings and moods.
3. Practice using a mood diary to monitor feelings and moods.
4. Show care and concern as group members share feelings and moods.

Preparations

1. Review session.
2. Make copies of the group's "School Smarts Checklist."
3. Make copies of the "Mood Diary" handout for each student.

Materials

1. Flipchart, markers.
2. Post-it® notes.

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3. Copies of the group's "School Smarts Checklist" for each student.
4. Copies of the "Mood Diary" handout for each student.

INTRODUCTION

Check In

Tell students to mark the attendance chart and update the "Weekly Attendance" sheet in their notebooks.

Go around the circle and ask how everyone is doing. As you check in with students, ask if they have used "School Smarts" in any classes since the last group session. Hand out copies of the group's "School Smarts Checklist." After check-in, have students place checklist in their notebooks under "Achievement."

Negotiate Agenda

Inquire if there is unfinished business or if anyone would like time today. Add your item to today's agenda: **Understanding & Monitoring Moods.**

Provide Rationale

Explain that moods can have a big effect on school achievement. Today, the group will consider how their moods help or hurt them. Just as they monitor attendance, they can also learn to monitor and control moods.

ACTIVITIES

Introduce Key Concepts

Ask students:

> *How can talking about your feelings be helpful?* (Open answers. Possible answers: Relieves stress, helps us understand our feelings.)
>
> *With what kind of person would you be likely to share your feelings?* (Open answers. Possible answers: A friend. Someone who listens, doesn't criticize, can be trusted.)

Explain that the group can show that same kind of care and concern to each other as they talk about feelings and moods.

Group Shares

Give each student several notes from a Post-it® pad. Tell students to think of various moods they've experienced in the past week—for example, happy, sad, frustrated, angry, energetic, bored. Have students write one mood per note, then read and describe what they wrote.

Group Identifies Problem

Give each student a sheet of paper. On one side of the sheet, students attach moods they consider normal. Emphasize that "normal" might include a range of emotions. On the other side, students attach moods which have somehow been hurtful to them. These may be moods that they'd like to control better. Discuss the possibility that a mood might appear on both pages—for example, anger, which is normal and often helpful, but also can be uncontrolled and hurtful. An option is to have students stick the notes to themselves, thus "owning" the feelings. Then they can peel off the hurtful moods and put them on a piece of paper. Have students share their lists.

Tell students that in group they'll work to get "unstuck" from hurtful moods and to experience more helpful moods. They'll begin by monitoring moods, and looking for patterns and causes of moods.

Pass Out "Mood Diary"

Pass out copies of the "Mood Diary." Have students write their names and starting date on the sheet.

Instruct

Explain how the diary works by telling students:

> *The numbers represent a range of feelings or moods. To assign a number to a mood, first think of the saddest you've ever felt. Write that example at the bottom of the page and give that mood a 1 if you think it would be impossible to feel any worse. If you might be able to feel worse, give it a 2 or 3. Now think of the happiest you've ever felt. Write that example at the bottom of the page and give that mood a 10, or an 8 or 9 if you think you could feel even better.*
>
> *Now compare how you feel today with these two feelings. Give your mood a number and write it in the box for today. Circle the corresponding number above the box.*

Show students how they can connect the numbers to show how their moods have changed during the week. Have students put the diary in their notebooks under "Mood."

CONCLUSION

Group Processes

Ask students:

> *How do you think we did as a group showing care and concern to each other today?* (Open answers.)

Preview

Tell students that they'll monitor their moods in group on a regular basis and discuss ways to change hurtful moods. Have students take out their mood goal list from Day 1 and discuss the topics they'd like to see added to the agendas of upcoming sessions.

Extend

For the next week, have students set aside a portion of their notebooks to write about the moods they are monitoring in the "Mood Diary." After a week, students can choose whether or not to continue to do this once a week.

MOOD DIARY

My Daily Mood

Your Name________________ Starting Date________________

Please use the scale below and circle the appropriate number above that day's date. Connect the numbers to see how your mood has changed.

Very Sad				Normal Mood				Very Happy	
1	2	3	4	5	6	7	8	9	10

Sad Example ________________________ Happy Example ________________________

10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Sun	Mon	Tues	Wed	Thurs	Fri	Sat

10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Sun	Mon	Tues	Wed	Thurs	Fri	Sat

10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Sun	Mon	Tues	Wed	Thurs	Fri	Sat

10	10	10	10	10	10	10
9	9	9	9	9	9	9
8	8	8	8	8	8	8
7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Sun	Mon	Tues	Wed	Thurs	Fri	Sat

DAY 7: EVALUATING DRUG-USE & NON-USE DECISIONS

OVERVIEW

Summary

In this session, students evaluate their drug-use history and its effects on their lives. Trust and confidentiality in group discussions of drug use are emphasized.

Key Concepts

1. Success at school, in relationships, at home, and on the job is compromised by drug use.
2. Openness about drug use or non-use depends on the bonds of trust created in group.

Learning Objectives

Students will . . .

1. Evaluate the effects on their lives of drug-use and non-use decisions.
2. Support group members who are trying to reduce drug use and those who continue not to use drugs.

Preparations

1. Review session.
2. Review resource material, "Frequently Seen Stages in Adolescent Chemical Use."
3. Make copies of "Drug-Use & Non-Use History" handout for each student.

Materials

1. Flipchart, markers.

2. Copies of "Drug-Use & Non-Use History" handout for each student.
3. Colored pencils.

INTRODUCTION

Check In

Have students get their notebooks and update their attendance- and mood-monitoring charts. As you check in on how everyone is doing, ask students to briefly describe their mood since group yesterday.

Negotiate Agenda

Involve students in setting today's agenda by asking who would like time. Include any unfinished business on the agenda and today's topic: **Drug-Use Control.**

Provide Rationale

Tell students that decreasing drug use is a major program goal of *RY* because drugs seem to have a domino effect in all areas of a person's life—school, work, relationships, and self-esteem.

Tell students that the focus of today's class is to get a clear understanding of their own drug use or choice not to use drugs, and how their decisions may be impacting the rest of their lives. Everyone can take a look at this part of his/her life, gain insights into growth each would like to make, and provide support for one another as they pursue this growth.

ACTIVITIES

Emphasize Key Concept

Explain that you're asking students to take a risk by discussing a private matter such as drug use or the decision not to use. The group will have more open and honest conversations about drug use if members feel that they can trust one another.

Ask students:

> *How are we doing so far with trust and confidentiality?* (Open answers.)
>
> *What are some ways we can maintain confidentiality in group and strengthen trust?* (Open answers.)

Pass Out "Drug-Use and Non-Use History"

Pass out copies of the "Drug-Use & Non-Use History" handout and colored pencils. Tell students that this handout will help them talk about their involvement or non-involvement with drugs. Read over the directions on the handout and give students a few moments to complete the sheet.

Group Shares

Give each student the opportunity to summarize his/her drug history.

Ask students:

> *Why do you think you have this history? In other words, what important events contributed to your drug use or non-use?*

When everyone is finished sharing, have students put the sheet in their notebook under "Drug-Use Control."

CONCLUSION

Praise Group

Praise the group for taking a risk by sharing their feelings about their drug-use.

Group Processes

Ask students:

> *Did the group feel like a safe place to discuss your feelings today?* (Open answers.)

Preview

Tell students that they now have a picture of their drug-use or non-use history up to this point. In the next session, they'll talk about monitoring their decisions to use or not to use, options for making changes if they want to, and setting goals for how they would like to improve or maintain in this area.

Extend

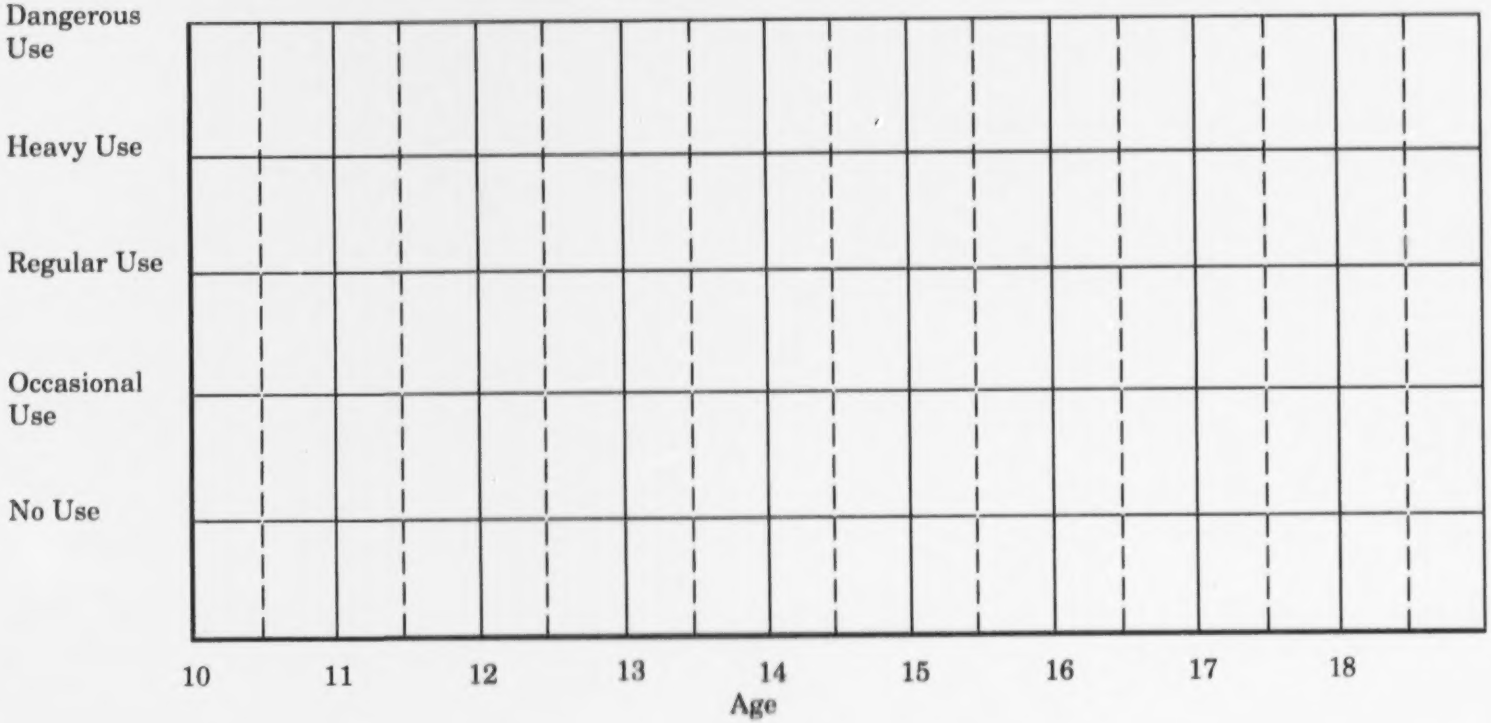
Pass out copies of the resource sheet "Frequently Seen Stages in Adolescent Chemical Use." The group can look at each stage, picture someone they know at the various stages, and add their insights based on their own experiences with people they know.

CONFIDENTIAL

Your Name ____________________

DRUG-USE & NON-USE HISTORY

In the space below, please draw a little jagged graph of your history of drug use or non-use. For instance, if you were using often at age 12, put a dot where those two come together. If at 12 ½ you used not at all, put a dot there. When all the dots are placed, connect them. Do not include drugs prescribed for you or over-the-counter drugs taken to improve your health. For the non-user, draw a star at each point where you revisited your decision about whether or not to use.



FREQUENTLY SEEN STAGES IN ADOLESCENT CHEMICAL USE

(1) EXPERIMENTAL USE

Late grade school or early junior high years

INTAKE

1. Occasional beer-drinking, pot-smoking, or use of inhalants (glue-sniffing, sniffing aerosols, etc.). Usually done weekends or during the summer, mostly with friends.
2. Easy to get high (low tolerance).
3. Thrill of acting grown up and defying parents is part of the high.

WHAT THE WORLD SEES

Often unplanned, using beer sneaked from home, model glue, etc.

Little use of "harder" drugs at this stage.

(2) MORE REGULAR USE

Late junior high and early senior high years

INTAKE

4. Tolerance increases with increased use. More parties involving kegs, pot, possibly pills or hash. Acceptance of the idea that "everyone does it" and wanting to be in on it. Disdain of "local pot" or lite beer. Staying out later, even all night.
5. Use of wine or liquor *may* increase, but beer remains the most popular drink. Willing to suffer hangovers.
6. Consumption increases and pride in being able to "handle it" increases.

WHAT THE WORLD SEES

More money involved, false IDs used. Alcohol or pot bought and shared with friends.

Parents become aware of use. May start a long series of "groundings" for late hours.

Drug-using friends often not introduced to parents.

Lying to parents about the extent of use and use of money for drugs.

School activities are dropped, especially sports. Grades will drop. Truancy increases.

7. Use on week nights begins and school skipping may increase.

8. Blackouts may begin and talk with friends about "What did I do last night?" occurs.

9. Solitary use begins—even smoking at home (risk-taking increases). Concentration on fooling parents or teachers when high.

10. Preoccupation with use begins. The next high is carefully planned and anticipated. Source of supply is a matter of worry.

11. Use during the day starts. Smoking before school to "make it through the morning." Use of "dust" may increase, or experiments with acid, speed, or barbs may continue.

Non-drug-using friends are dropped. Weekend-long parties may start.

(3) DAILY PREOCCUPATION

INTAKE

12. Use of harder drugs increases (speed, acid, barbs, dust).

13. Number of times high during the week increases. Amount of money spent for drugs increases (concealing savings withdrawals from parents).

14. "Social use" decreases—getting loaded rather than just high. Being high becomes normal.

15. Buying more and using more—all activities seem to include drug use or alcohol.

16. Possible theft to get money to insure a supply. There may be a contact with "bigger" dealers.

WHAT THE WORLD SEES

Possible dealing or fronting for others.

Possible court trouble for minor consumption or possession. May be arrested for driving while intoxicated. Probation may result.

May try to cut down or quit to convince self that there is no problem with drugs.

Most straight friends are dropped.

Money owed for drugs may increase. More truancy and fights with parents about drug use.

17. Solitary use increases. User will isolate self from other using friends.

18. Lying about or hiding the drug supply. Stash may be concealed from friends.

(4) DEPENDENCY

INTAKE	*WHAT THE WORLD SEES*
19. Getting high during school or work. Difficult to face the day without drugs. Drugs are used to escape self.	Guilt feelings increase. Questioning own use but unable to control the urge.
20. Possible use of injectable drugs. Friends are burnouts (and may take pride in the label).	Low self-image and self-hate. Casual sexual involvement. Continued denial of problem.
21. Can't tell what normal behavior is anymore—"normal" means being stoned nearly constantly.	School dropped. Dealing may increase, along with police involvement. Parents may "give up."
22. Physical condition worsens. Loss of weight, more frequent illnesses, memory suffers, flashbacks may increase. Thoughts of suicide may increase.	Paranoia increases. Cost of habit increases with most of money going for habit.
	Loss of control over use.

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DAY 8: MONITORING ADDICTIVE BEHAVIORS

OVERVIEW

Summary

Students practice monitoring addictive behaviors in this session. The group discusses ideas for decreasing addictive behaviors and develops a checklist for controlling addiction.

Key Concepts

1. Addictive behaviors can cause personal, physical, emotional, and legal problems.
2. Problems can be an opportunity for personal growth.

Learning Objectives

Students will . . .

1. Discuss ideas to decrease addictive behaviors.
2. Practice monitoring addictive behaviors.
3. Set goals for decreasing addictive behaviors.

Preparations

1. Review session.
2. Make copies of the "Monitoring Addictive Behaviors" handout (biweekly or daily form) for each student.

Materials

1. Flipchart, markers.
2. Copies of the "Monitoring Addictive Behaviors" handout (biweekly or daily form) for each student.
3. Colored pencils.

INTRODUCTION

Check In

Have students take out their notebooks and update their attendance and mood charts. Go around the circle and ask how everyone is doing. Ask students if they felt they got helpful feedback in the previous session.

Negotiate Agenda

Make room on today's agenda for any unfinished business and for students who would like group time. Add the topic: **Monitoring Addictive Behaviors.**

Provide Rationale

Explain that, while the group spends a lot of time talking about problems, at the same time they are also talking about new opportunities to grow. Getting rid of a problem means getting something instead: increased self-esteem, improved school achievement, better relationships with friends and family.

Tell students that today they'll expand their discussion of drug use to include other addictive behaviors (e.g., sugar, caffeine, etc.). They'll also practice monitoring their addictive behaviors and setting goals to decrease those behaviors.

ACTIVITIES

Group Brainstorms

Ask students to brainstorm a list of problems high school students experience when drug use or other addictive behaviors get out of control. Write the group's ideas on the flipchart.

Reinforce Key Concepts

Reinforce the idea that problems at home and school can multiply as addictive behaviors increase. Day-to-day normal functioning becomes increasingly difficult.

Group Problem-Solves

Remind students of the "School Smarts" checklist that they developed. Tell students that the group can create a similar list of practical ideas to decrease addictive behaviors. Have the group brainstorm ideas for the list as you write them on the flipchart. Prepare copies of the list for the next session.

Pass Out "Monitoring Addictive Behaviors"

Pass out copies of "Monitoring Addictive Behaviors" (biweekly or daily form) and colored pencils to each student. Explain that this handout will help them monitor their addictive behaviors and set goals.

If you're using the biweekly form, tell students to circle actual use of the substance and its effects for the last two weeks. Next, have them set a goal for the next two-week period. Using a different colored pencil, have students circle the number of times they think they will use the substance (first question) and the number of cigarettes they will smoke (last question) in the next two-week period. In two weeks, students will update the sheet and evaluate progress.

If you're using the daily form, have students describe use and effects daily in the calendar blocks. At the end of the two-week period, students write totals at the bottom of the sheet. Tell students to put the sheet in their notebooks under "Drug-Use Control."

CONCLUSION

Motivate

Congratulate the group for working hard in *RY*. Tell students that the efforts they've made thus far are reasons to celebrate. Begin planning a celebration for the 10th session. Plan 30 minutes for group work and the rest for celebrating.

MONITORING ADDICTIVE BEHAVIORS (DAILY)

MONTH/YEAR: ______________________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐

- ☐ In the period of time above, how many times did you use?
- ☐ How many times did you become physically sick?
- ☐ How many times did your use cause you to feel depressed afterwards?
- ☐ How many times did your use cause problems between you and your friends?
- ☐ How may times did your use get in the way of school or job performance?
- ☐ How many times did your use cause problems between you and your family?
- ☐ About how many cigarettes did you smoke in this time frame?

Monitoring Addictive Behaviors (Biweekly)

	Week of:		Week of:		Week of:		Week of:		Week of:		Week of:	
In this period of time, how many times did you use?	12 11 10 9 8 7 6	5 4 3 2 1 0	12 11 10 9 8 7 6	5 4 3 2 1 0	12 11 10 9 8 7 6	5 4 3 2 1 0	12 11 10 9 8 7 6	5 4 3 2 1 0	12 11 10 9 8 7 6	5 4 3 2 1 0	12 11 10 9 8 7 6	5 4 3 2 1 0
How many times did you become physically sick?	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0
How many times did your use cause you to feel depressed afterwards?	10 9 8 7 6 5	4 3 2 1 0	10 9 8 7 6 5	4 3 2 1 0	10 9 8 7 6 5	4 3 2 1 0	10 9 8 7 6 5	4 3 2 1 0	10 9 8 7 6 5	4 3 2 1 0	10 9 8 7 6 5	4 3 2 1 0
How many times did your use cause problems between you and your friends?	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0
How many times did your use get in the way of school or job performance?	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0
How many times did your use cause problems between you and your family?	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0	8 7 6 5 4	3 2 1 0
About how many cigarettes did you smoke in this time frame?	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25	over 500 450 400 350 300 250 200 150 100 75 50 25 0 to 25
	None	None	None	None	None	None	None	None	None	None	None	None

DAY 9: SETTING PROGRAM GOALS

OVERVIEW

Summary

In this session, students set attendance, school achievement, mood, and drug-use control goals for the next two weeks. The monitoring tools and checklists the group has developed in the last two weeks help students select specific goals. Continued group support and encouragement to achieve goals are emphasized.

Key Concepts

1. Setting goals that we want to accomplish gives us control in our lives.
2. Support, encouragement, and helpful feedback in *RY* helps everyone accomplish his/her goals.

Learning Objectives

Students will . . .

1. Set attendance, school achievement, mood, and drug-use control goals for the next two weeks.
2. Provide helpful feedback and encouragement regarding each other's goal statements.

Preparations

1. Review session.
2. Make copies of "*RY* Goals" handout for each student.

Materials

1. Flipchart, markers.
2. Copies of "*RY* Goals" handout for each student.

INTRODUCTION

Check In

Have students pick up their notebooks and update their attendance- and mood-monitoring charts.

Go around the circle and ask how everyone is doing. While checking in, have students share something they've done in the last 24 hours that they are proud of.

Negotiate Agenda

Set the agenda, noting who wants time, and include today's focus: **Setting Program Goals.**

Provide Rationale

Explain that the purpose of the monitoring charts they've set up and the checklists they've developed so far is to accomplish goals and make changes that are important to them.

Emphasize that setting goals is a way of taking control over what happens in their lives. Today they'll share their goals and give each other encouragement and feedback that shows that they've heard and valued what each has been sharing these last two weeks.

ACTIVITIES

Pass Out "*RY* Goals"

Pass out copies of the "*RY* Goals" handout and a sheet of paper to each student. Tell students to take out the monitoring charts and checklists they've been using in the last two weeks.

Demonstrate

Tell students they'll write four program goals they'd like to accomplish in the next two weeks. They'll practice writing their goals on the blank sheet of paper first. Show students how to use the monitoring tools and checklists to write goals. For example, students can assess their progress so far on the "Daily Attendance" chart and set a numerical goal for number of periods attended for each of the next two weeks. Students can make narrower goals, such as "No more than one period missed in English class."

Using the "School Smarts" checklist, students might write a goal statement for achievement, such as "Ask my teachers how I'm doing at the end of each week."

Encourage students to be specific and realistic about the goals they set. Remind students that these should be goals that can be accomplished in two weeks.

Group Shares

Have students write one goal at a time, share, and get group feedback. Then go on to the next goal, and so on. They may want to revise their goals as they get feedback, then write them on the "*RY* Goals" handout and put it in their notebooks under "Goals." Set a date for evaluating the goals in two weeks.

CONCLUSION

Group Discusses

Ask the group to talk about what kind of feedback and support might be helpful in achieving their goals.

Group Praises

Have the group applaud itself for taking control by setting goals and for showing care and concern for each other.

Preview

Tell students that in the next session, they'll talk about personal goals they'd like to achieve. In addition, the group will celebrate their first two weeks of working together.

Name: ____________________
Date: ____________________

RY GOALS

School Attendance ____________________

School Achievement ____________________

Drug Use ____________________

Mood ____________________

DAY 10: SETTING PERSONAL GOALS

OVERVIEW

Summary

The focus on goal setting continues in this session, as students consider personal goals they'd like to achieve. Also in this session, the group celebrates the past two weeks, which have revealed the group's potential as a powerful network of support for each other.

Key Concepts

1. Problems can be an opportunity for personal growth.
2. Setting goals that I want to accomplish gives me control in my life.
3. Support, encouragement, and helpful feedback in *RY* helps me accomplish my goals.

Learning Objectives

Students will . . .

1. Set personal goals for the next two weeks.
2. Provide helpful feedback and encouragement regarding each other's goal statements.
3. Celebrate their potential as a group.

Preparations

1. Review session.
2. Make copies of the "Personal Goals" handout for each student.
3. Bring treats and supplies for celebration.

Materials

1. Flipchart, markers.
2. Copies of the "Personal Goals" handout for each student.
3. Post-it® notes.
4. Treats and supplies for celebration.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts.

Go around the circle and ask how everyone is doing. Have students share one thing that they really appreciate about group. Remind students that they'll be celebrating the group's successes later in the session.

Negotiate Agenda

Ask who would like time today. Include unfinished business and the topic **Personal Goals** on the agenda.

Provide Rationale

Tell students that today they'll continue to focus on goals, but the discussion will shift to personal goals they'd like to work on over the next two weeks.

ACTIVITIES

Pass Out "Personal Goals"

Pass out the "Personal Goals" handout and a piece of paper to each student.

Group Discusses

Have the group discuss examples of personal goals that they might list on their handouts. Write students' ideas on the flipchart. Possible personal goals might include:

> **Friends:** Call or write a friend I've lost touch with. Help a friend who's going through a hard time. Do something fun with my friend.
>
> **Family:** Avoid fights with my brother or sister. Spend more time with my mom or dad.
>
> **Self-Care:** Get more sleep or exercise. Buy myself some new clothes.
>
> **Other:** Work on my car. Save for a new stereo. Find a job.

Ask students to write one or more personal goals on the blank sheet of paper. Remind students to write goals that can be at least partially accomplished in the next two weeks.

Group Shares

Have students share one goal at a time with the rest of the group. Ask the group to give each other supportive feedback and practical ideas that might be helpful in accomplishing goals. After students receive feedback, have them write their personal goal statements on the handout.

Group Supports

Give students Post-it® notes and have each person write a brief message supporting, praising, or offering help to the person on his/her left. After students exchange notes, they can stick their note on their goal sheets, then file the handout in their notebooks under "Goals."

CONCLUSION

Preview

Tell students that next week they'll begin working on self-esteem skills that will help them accomplish their goals. They'll continue to monitor their progress on goals and support one another.

Celebrate!

Let the celebration begin!

Name: ______________________

Date: ______________________

PERSONAL GOALS

Friends ______________________

Family ______________________

Self-Care ______________________

Other ______________________

SELF-ESTEEM ENHANCEMENT

SELF-ESTEEM ENHANCEMENT CONTENTS

Background

Focus: Building Group Self-Esteem

- Session 1: *RY*'s Best Self
- Session 2: Support with Hugs, Not Slugs
- Session 3: Giving & Receiving Helpful Criticism in Group

Skill 1: Positive Self-Talk: An Affirmation a Day . . .

Skill 2: Positive Self-Images

- Session 1: Guided Relaxation
- Session 2: Visualizing Group Strengths
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Skill 3: Interrupting Automatic Thoughts

Application–Achievement: Removing Barriers to Success

Application–Drug-Use Control: Dependency & Stress

Application–Mood: Emotional Spirals

Boosters

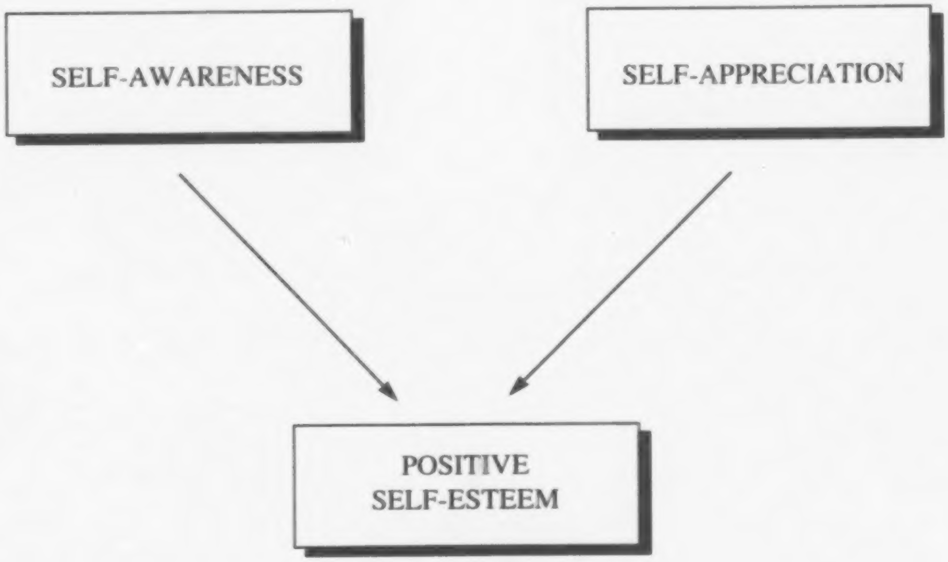
- Growing Self-Esteem
- Coat of Arms
- Finding the Source
- The Reel Thing
- Brown Bragging It
- Singin' the Blues
- Praise Waves
- How-To
- Ad-Grab
- Action for the Day
- Pessimist vs. Optimist

SELF-ESTEEM ENHANCEMENT

BACKGROUND

SELF-ESTEEM

Definition: Positive self-esteem means knowing and appreciating yourself.



SELF-AWARENESS

SELF-APPRECIATION

POSITIVE
SELF-ESTEEM

COMPONENTS OF SELF-ESTEEM SKILLS TRAINING

Needs Assessment

> *I hate it when I say something dumb. I get so scared that I'll say something dumb. Nobody talks to me anyhow so I don't know why I worry about it.*
>
> *It's really hard to face people after you've been absent so much. They have all heard my promises and they don't believe me anymore. I especially hate seeing people who tried so hard to help me. I let them down and now I won't go anywhere near them.*

These comments from *RY* students reveal the downward spiraling effects of low self-esteem. Low self-esteem contributes to feelings of alienation and a sense of failure, and tends to be self-fulfilling. Failure in school plus drug, legal, and social problems confirm the low self-images that at-risk students possess.

Like a wheel with many spokes, a number of issues revolve around self-esteem—competency, usefulness, power, value to others. Building self-esteem, therefore, requires parallel skills training to help students set goals, make decisions, cope with stress, and improve relationships with others. Self-esteem comes full circle in *RY* groups. It is the place to begin motivating students and paving the way for further skills training. And it is the place where *RY* groups hopefully end, as students step out into the world with a sense of confidence and competence.

Key Concepts

Much of the self-reflection that goes on in *RY* centers on self-esteem concepts. Students learn that self-esteem is a picture they hold of themselves. This picture, their self-image, is shaped by their own and others' regard for them. As each day passes in *RY*, students sketch in more and more of the picture they have of themselves. Since they are the "artists" of their self-portraits, they control what they will reveal and what they will change. That concept of control is, in itself, a powerful motivator for change.

Another important concept running through self-esteem enhancement is that the self-portrait is never finished. Self-esteem is an ongoing process, not something that one has to get right, once and for all. That is, self-esteem must not only be developed, it must also be maintained. Students learn in group that through healthy interpersonal interaction, self-esteem can continue to grow.

Students learn the benefits and "how-to's" of building self-esteem as the following key concepts are communicated in the *RY* group sessions.

SESSIONS	**KEY CONCEPTS**
Focus	• Positive self-esteem is based on self-awareness and self-appreciation. • Group self-esteem goes up when group members show care and concern for each other.
Skill 1	• Our self-esteem is shaped by what we say and think about ourselves. • We strengthen our self-esteem by thinking and saying affirmative things about ourselves.
Skill 2	• We can create mental images of ourselves that help us accept and appreciate ourselves. • We can use positive visualization to identify and realize personal and group goals.
Skill 3	• Automatic thoughts can cause us to react in ways that either help or hurt our self-esteem. • We can interrupt and change hurtful automatic thoughts and help our self-esteem.
Application–Achievement	• How we feel about ourselves depends, in part, on our ability to achieve goals that are important to us. • We can achieve our goals and improve our self-esteem by changing hurtful thoughts and behaviors.
Application–Drug-Use Control	• The false high of drug use or other unhealthy dependencies is followed by a physical and emotional withdrawal that steadily erodes self-esteem. • Controlling dependencies involves finding healthy replacements that build self-esteem.
Application–Mood	• Depression is a mood often accompanied by low self-esteem. • We can regulate our moods and prevent depression by changing our thoughts and feelings about ourselves.

Objectives

Each *Self-Esteem* session has specific, observable learning objectives. The following lists describe the unit's broad objectives for students and group leaders. Students and leaders might use these lists to evaluate whether they are engaged in the processes and working on the goals described by these objectives.

Student Objectives

Students will . . .

1. Practice positive self-talk.
2. Give accurate self-appraisal.
3. Accept responsibility for actions.
4. Demonstrate care and concern for others.
5. Accept/handle criticism.
6. Set goals for self-improvement.

Leader Objectives

Leaders will . . .

1. Model positive attitudes and positive self-esteem.
2. Demonstrate belief and interest in each student and students "as a group."
3. Show positive regard for students.
4. Be consistently involved in students' progress.
5. Coach students to express caring for one another and develop/foster a positive peer culture.
6. Protect students from hurtful communication.

Strategies

Many of the skills students practice in the *Self-Esteem Unit* are the tools for skills training in other areas; for example, visualization, relaxation, affirmations, self-praise, group praise. These specific skills support the larger group processes which follow.

RY GROUP PROCESSES	**SELF-ESTEEM ENHANCEMENT**
Problem Solving	• Comparing hurtful ("slugs") vs. helpful ("hugs") feedback (Focus)
	• Linking thoughts, feelings, and moods (Application–Mood)
	• Identifying barriers to school achievement (Application–Achievement)
	• Identifying triggers to drug use (Application–Drug-Use Control)
	• Exploring self-images and thoughts during times of depression (Application–Mood)
Decision Making	• Targeting a personal goal created through positive visualization exercises (Skill 2)
	• Setting goals for overcoming barriers to success in school (Application–Achievement)
	• Making a goal statement regarding weekend drug use (Application–Drug-Use Control)
Coping	• Writing and saying affirmations (Skill 1)
	• Practicing relaxation techniques (Skill 2)
	• Creating positive self-images through visualization (Skill 2)
	• Replacing hurtful thoughts with helpful thoughts (Skill 3)
	• Exploring healthy ways of coping with personal stressors (Application–Drug-Use Control)
	• Applying self-esteem-building techniques to the goal of controlling depression (Application–Mood)
Supporting	• Committing to passing out "hugs" instead of "slugs" in group (Focus)
	• Coaching each other in making positive affirmations (Skill 1)
	• Offering help to reverse negative self-talk (Skill 3)

- Problem solving as a group to overcome barriers to school achievement (Application–Achievement)
- Leadership in directing friends away from drug use (Application–Drug-Use Control)

Group Support System

Other people's perceptions and actions help form one's self-image. The activities in *RY* group sessions nurture a positive self-image by encouraging the expression of care and concern among group members. The caring behavior of *RY* group members and the group leader communicates the message "You are a valuable person."

In the *Self-Esteem Unit*, students forge a key link to feeling satisfied with their lives: the connection between how they treat themselves and how they treat others. Students can learn to "read" and evaluate their self-esteem by examining their relationships with others. This realization prepares them for more in-depth work on improving relationships with others in the *Interpersonal Communication Unit*. *RY* students have underscored the power of group support to enhance their feelings of self-worth:

> *I made a lot of friends and saw people for who they really are, not like you see them around their own crowd. It's helped me hear other points of view towards problems I have had. I believe in myself more now knowing that I can help with some of the advice I've given and gotten.*

IMPLEMENTING THE SELF-ESTEEM UNIT

Preparations

Students should be introduced to self-esteem concepts and practices **early** in the semester. In many ways, the *Self-Esteem Unit* is the heart of the *RY* group sessions in that self-esteem sets the beat or pace for all subsequent skills training. You may notice that some groups seem to progress much more quickly than others. The difference may be related to differences in their levels of self-esteem at the outset.

The *Getting Started* sessions lay the foundation for many of the activities in the *Self-Esteem Unit*. As the group works through the Self-Esteem sessions, you can connect new skills and ideas with the groundwork already laid in the following *Getting Started* sessions:

GETTING STARTED SESSIONS ➠	**SELF-ESTEEM SESSIONS**
Day 1: “Welcome to *RY*” Day 2: “Showing Care & Concern in Group”	Focus: “Building Group Self-Esteem”
Day 2: “Showing Care & Concern in Group”	Skill 1: “Positive Self-Talk: An Affirmation a Day . . .”
Day 9: “Setting *RY* Goals” Day 10: “Setting Personal Goals”	Skill 2: “Positive Self-Images”
Day 6: “Understanding & Monitoring Moods”	Skill 3: “Interrupting Automatic Thoughts”
Day 3: “Setting Attendance Goals” Day 4: “Monitoring Attendance” Day 5: “School Smarts: A Checklist for Improvement”	Application–Achievement: “Removing Barriers to Success”
Day 7: “Evaluating Drug-Use & Non-Use Decisions”	Application–Drug-Use Control: “Dependency & Stress”
Day 6: “Understanding & Monitoring Moods”	Application–Mood: “Emotional Spirals”

Real-Life Application of Skills

At the end of each *Self-Esteem* session, students are challenged to apply the skill and/or concept to situations in their own lives. For example, students are encouraged to:

- write daily/weekly affirmations
- report back on their experiences with “hugs” and “slugs” outside of group
- practice interrupting hurtful thoughts and substituting helpful thoughts
- frequently check their behavior against the “School Smarts Checklist” to improve achievement
- use guided relaxation to relieve stress
- use visualization to create positive self-images and define goals

- tap into the group support network in the evenings and on weekends, when drug-use activity may increase

Self-Esteem Booster sessions, such as "Brown Bragging It" and "How-To," give students repeated opportunities to publicly acknowledge their strengths and accomplishments. Stories of personal successes that students bring to group are the real markers of improved self-esteem.

SELF-ESTEEM ENHANCEMENT

FOCUS

BUILDING GROUP SELF-ESTEEM

OVERVIEW

Summary

The purpose of the self-esteem focus sessions is to strengthen group self-esteem by creating a climate of mutual appreciation and respect. The group defines its "best self" and explores ways to nurture positive group self-esteem.

Key Concepts

1. Positive self-esteem is based on self-awareness and self-appreciation.
2. Group self-esteem goes up when group members show care and concern for each other.

Learning Objectives

Students will . . .

1. Define what the group's best self looks, feels, and acts like.
2. Develop goals that help build positive group self-esteem.
3. Practice communicating care and concern to group members.

Preparations

Session 1

1. Review session.
2. Make copies of the "Self-Esteem: An Overview" handout.

Session 2

1. Review session.
2. Make copies of the "Self-Esteem Checklist" and "Hugs, Not Slugs" handouts for each student.

Session 3

Review session.

Materials

Session 1

1. Flipchart, markers, scrap paper.
2. Copies of the "Self-Esteem: An Overview" handout for each student.

Session 2

1. Flipchart, markers.
2. Copies of the "Self-Esteem Checklist" and "Hugs, Not Slugs" handouts for each student.

Session 3

Flipchart, markers.

SESSION 1: *RY'S* BEST SELF

INTRODUCTION

Check In

Have students update their monitoring charts for attendance, mood, and drug-use control. As you go around the circle and check in with students, ask:

> *Have you generally felt better or worse after group in the last few sessions?* (Open answers. Encourage students to identify reasons why they might have felt better or worse. Reasons might revolve around issues of group support, such as listening and caring or quality of help received.)

Negotiate Agenda

Write the names of students who would like time on today's agenda. Include any unfinished business and today's topic for discussion: **Group Self-Esteem.**

Provide Rationale

Tell students that, as a group, they are taking responsibility for helping each other (1) improve mood and feel better about themselves and (2) achieve goals that are important to all of them. In the process, they are building their own, as well as the group's, self-esteem.

ACTIVITIES

Guide Discussion

Explain that another way of thinking about positive self-esteem is to ask the question, "Who is our best self?"

Group Brainstorms

Ask students to brainstorm ideas about what *RY*'s best self looks and acts like. Draw a big face on the board or flipchart and write students' ideas inside the face. Examples might include: *RY* listens, empathizes, encourages.

Reinforce Key Concepts

Underscore the idea that *RY* realizes its best self when each and every member makes a conscious effort to do the positive things the group listed.

Group Discusses

Ask students:

> *Of the positive things that can happen in group, which seem to help improve your mood or feelings about yourself?* (Open answers. Encourage students to give examples.)

CONCLUSION

Pass Out "Self-Esteem: An Overview"

Pass out the "Self-Esteem: An Overview" handout to each student. Point out the components of positive self-esteem and note that they have worked at building the group's self-esteem by (a) being aware of the group's strengths and (b) appreciating the positive effects of group on individual self-esteem.

Preview

Tell students that in later sessions they'll define what their own best self looks, feels, and acts like. They'll also frequently check back to see if they're realizing some of the benefits of positive self-esteem, as listed on the second page of the handout. Have students put the handout in their notebooks under "Self-Esteem."

Encourage

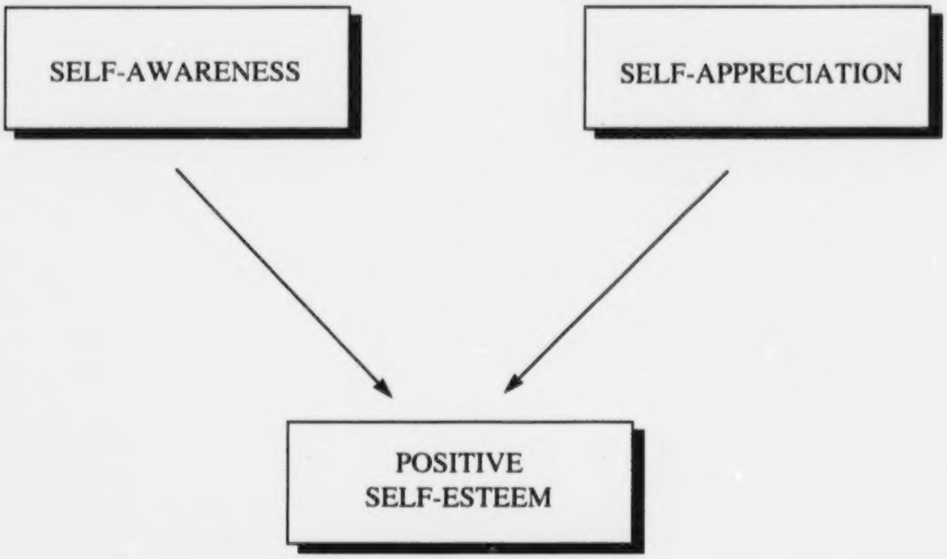
Express confidence in the group's power to raise each and every member's self-esteem.

Extend

Recommended: *Self-Esteem Is Just an Idea We Have About Ourselves,* by Marsha Sinetar. Share with students the thoughts and highly imaginative illustrations in this book about self-esteem, written in both English and Spanish.

SELF-ESTEEM: AN OVERVIEW

Definition: Positive self-esteem means knowing and appreciating yourself.


SELF-AWARENESS
SELF-APPRECIATION
POSITIVE SELF-ESTEEM

BENEFITS OF POSITIVE SELF-ESTEEM

- Makes you feel better.
- Allows you to be yourself.
- Helps you stand up for yourself.
- Frees up energies to let you get on with what's important to you.
- Helps you accept criticism and turn it into self-improvement.
- Allows you to help others.
- Allows you to have good-quality relationships.

TO IMPROVE YOUR SELF-ESTEEM

- Practice positive self-talk.
- Be accurate in self-appraisal.
- Accept responsibility for your actions.
- Show care and concern for others.
- Accept/handle criticism.
- Set goals for self-improvement.

SESSION 2: SUPPORT WITH HUGS, NOT SLUGS

INTRODUCTION

Check In

Have students get their notebooks and update their monitoring charts. Display the "best self" face of *RY* that students drew in the last session. As you check in with students, ask them which "best self" quality they'd like to see the group emphasize today.

Negotiate Agenda

Ask who would like time on today's agenda. Include unfinished business and today's topic: **Hugs, Not Slugs.**

Provide Rationale

Tell students that today they'll practice giving good feedback and support (hugs) to each other.

ACTIVITIES

Pass Out "Self-Esteem Checklist"

Pass out the "Self-Esteem Checklist." Draw attention to the item on the checklist that says, "I am showing care and concern for others." Tell students that if the group consistently tries to accomplish that goal, group self-esteem will soar. The group's positive self-esteem will then create a climate within which everyone can strengthen his/her own self-esteem.

Pass Out "Hugs, Not Slugs"

Pass out the "Hugs, Not Slugs" handout to each student. Focus on the second page of the handout, "Helping Others with Self-Esteem." Explain that the terms "hugs" and "slugs" are visual ways of describing the differences between positive and negative feedback.

A physical hug is a sign of caring and support. So is a verbal hug. A physical slug harms a person. So does a verbal slug. Give examples of hugs and slugs.

Group Brainstorms

On slips of paper, ask students to write down examples of verbal hugs they've heard, received, or given in group. Collect all the hugs in one pile. Now have students write down slugs, or "put-downs," and stack them in a pile. Ask students to take turns alternately reading the hugs and slugs from the two piles. Write the examples side by side on the flipchart.

Connect Activity with Key Concept

Tell students that, by role-playing some situations, they can get a feel for the effects of hugs and slugs on self-esteem.

Initiate Role Play

Ask for a student volunteer to role-play a situation with you. You play the role of a group member who shares a feeling or experience with the group. The student responds with a "slug" that she/he picks from the chart.

Direct Discussion

Ask students:

> *Imagine that you were that group member, sharing that feeling, then getting a slug from someone in the group. How would you feel?* (Open answers. Possible answers: embarrassed, intimidated, crushed, sorry that I shared, reluctant to share again. Self-esteem is weakened.)

Repeat Role Play

Repeat the role play, only this time the student volunteer responds with a hug.

Ask students:

> *How would you feel if you got this kind of hug from another group member?* (Open answers. Possible answers: accepted, confident, successful, eager to share again. Self-esteem is strengthened.)

Have students practice replacing slugs with hugs by repeating the role play a couple more times, using situations suggested by students.

Tell students to put the "Hugs, Not Slugs" handout in their notebooks under "Self-Esteem."

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CONCLUSION

Challenge

Challenge students to tune in to group hugs, to recognize and acknowledge when they occur. Ask for group commitment not to pass out slugs while in group. Get consensus. Have each student take a slug from the pile and throw it in the garbage.

Tell students to be on the alert for slugs and hugs outside of group too—at home, in the school hallways, on the job.

Praise Group

Praise group awareness and commitment to showing care and concern for each member.

✓ SELF-ESTEEM CHECKLIST

_____ I AM PRACTICING POSITIVE SELF-TALK.

_____ I AM BEING ACCURATE IN MY SELF-APPRAISAL.

_____ I AM ACCEPTING RESPONSIBILITY FOR MY ACTIONS.

_____ I AM SHOWING CARE AND CONCERN FOR OTHERS.

_____ I AM ACCEPTING AND HANDLING CRITICISM.

_____ I AM SETTING GOALS FOR SELF-IMPROVEMENT.

HUGS, NOT SLUGS

HELPING YOURSELF WITH SELF-ESTEEM

	Hugs	Slugs
1.	Liking Yourself	Disliking Yourself
2.	Positive Self-Talk	Negative Self-Talk
3.	Good Self-Care	Poor Self-Care
4.	Accepting Responsibility	Making Excuses
5.	Making Effort	Giving Up

Adapted from *Defending yourself against criticism: The slug manual,* by Jennifer James, Ph.D. Published by New Market Press.

HUGS, NOT SLUGS

HELPING OTHERS WITH SELF-ESTEEM

	Hugs	Slugs
1.	Showing Care & Concern	Not Caring
2.	Praise	Put-Downs
3.	Encouragement	Criticism
4.	Respecting Differences	Rejecting Differences
5.	Forgiving	Blaming

Adapted from *Defending yourself against criticism: The slug manual,* by Jennifer James, Ph.D. Published by New Market Press.

SESSION 3: GIVING & RECEIVING HELPFUL CRITICISM IN GROUP

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. As you check how everyone is doing, ask students:

> *How are we doing as a group with giving hugs instead of slugs?* (Ask for specific examples. Open answers.)

Negotiating Agenda

Write names of students who would like time today. Include unfinished business and today's topic on the agenda: **Giving & Receiving Helpful Criticism in Group.**

Providing Rationale

Explain that it's important to recognize the difference between a slug and criticism that might actually be helpful. Today the group will consider ways to give and receive helpful criticism.

ACTIVITIES

Review

Refer students to the "Self-Esteem Checklist." Note that they've talked a lot about building self-esteem by "showing care and concern for others." Point out that another one of the items on the checklist says, "I am accepting and handling criticism."

Group Discusses

Ask students:

> *What value, if any, do you think criticism has in this group?* (Criticism given out of genuine care and concern can help individuals solve their problems. It is also a way of improving self-esteem, because it helps people be more accurate in their **self-appraisal**, a phrase used in the "Self-Esteem Checklist.")

What are some differences between helpful criticism and a slug? (A slug is meant to hurt, and is often said out of anger or envy, not out of care and concern. Name-calling and attacks on character or personality are typical of slugs. On the other hand, helpful criticism is meant to help and is given out of care and concern. Helpful criticism addresses a specific behavior or problem rather than personality or character.)

Group Problem-Solves

Ask students to work in groups of three and develop ways of giving and receiving helpful criticism. Have groups think of a situation in which a group member might need some helpful criticism, for example, increased drug use, skipping classes, inappropriate group behavior. In the small groups, discuss what helpful criticism sounds like in the situation. Also focus on ways to accept and handle criticism. Groups can develop role plays or skits to illustrate their points.

Group Shares

Each group summarizes its discussion or role-plays the situation it chose. Guide the discussion by underscoring the ideas that many of the groups seem to be emphasizing. List common themes on the flipchart or board. Type up the group's ideas and pass them out in the next session.

CONCLUSION

Support

Applaud students' ideas and the positive group interaction that took place today. Express appreciation for the "best self" that the group put forward.

SELF-ESTEEM ENHANCEMENT

SKILL 1

POSITIVE SELF-TALK: AN AFFIRMATION A DAY . . .

OVERVIEW

Summary

This lesson introduces students to the power of affirmations. Even before students are fully convinced of the connection between their self-talk and their feelings about themselves, they can begin using affirmations and gradually realize their positive effects on self-esteem.

Key Concepts

1. Our self-esteem is shaped by what we think and say about ourselves.
2. We strengthen our self-esteem by thinking and saying affirmative things about ourselves.

Learning Objectives

Students will . . .

1. Write and say positive affirmations about themselves.
2. Coach each other in the process of making affirmations.

Preparations

1. Review session.
2. Make up a list of affirmations emphasizing positive personal qualities you've observed in the group.
3. Options: (a) Cut up the list of affirmations and put them inside homemade fortune cookies. (b) Cut up the list of affirmations, roll them into small scrolls, and tie a ribbon around each one. (c) Make copies of the list of affirmations for each student.
4. Make copies of the handout "About Affirmations" for each student.

Materials

1. Flipchart, markers.
2. Options: (a) Homemade fortune cookies, (b) affirmations scrolled and tied with ribbons, or (c) copies of affirmations for each student.
3. Copies of the handout "About Affirmations" for each student.

INTRODUCTION

Check In

Have students get their notebooks and update their monitoring charts. As students fill in their mood diaries for the day, ask them to think about positive or negative messages they've been giving themselves today that may have affected their mood.

As you ask how everyone is doing, also ask students if, in the last 24 hours, they found themselves thinking something really positive or really negative about themselves.

Negotiate Agenda

Make up today's agenda by first asking who wants time. Include other business the group needs to take care of and today's topic: **Positive Self-Talk**.

Provide Rationale

Tell the group you're proud of the verbal hugs they've been giving each other in group. Stress the positive effects of group support on self-esteem. Explain that they can also strengthen their self-esteem by supporting themselves through positive self-talk. At this point, you might refer students to the "Self-Esteem Checklist," which lists positive self-talk as a way to improve self-esteem.

Tell students that today they'll learn a simple technique for getting in the habit of thinking positively about themselves.

ACTIVITIES

Model

Distribute the affirmations you've made up in the form you chose–cookies, scrolls, or a list. Have students read the affirmation they received or choose one from the list that they think is true of themselves. Explain that these statements are examples of positive self-talk, also known as **affirmations**.

Instruct

Write the word "Affirmation" on the board or flipchart. Circle the "affirm" portion of "affirmation." Tell students that "affirm" means **to make firm**. An affirmation **makes firm** something that's true and positive about themselves. Over time, affirmations can strengthen their belief in themselves.

Group Discusses

Ask students if they've ever heard about athletes or other performers using positive self-talk to "psych" themselves to do a good job. Ask students:

> *How do you feel about trying this technique in your own life? Can you think of ways that positive self-talk might help you personally?* (Open answers.)

Pass Out "About Affirmations"

Pass out copies of the "About Affirmations" handout. Review guidelines for writing affirmations. Use examples to further explain guidelines.

Group Practices

Ask students to write a couple of affirmations on a piece of paper, but not to put their names on the paper. Collect and shuffle papers.

Group Shares

Pass out the affirmations to students and ask them to read the affirmations aloud. Write the affirmations on the board or flipchart. If necessary, have the group make the affirmations more effective by editing them, using the guidelines on the affirmations handout.

CONCLUSION

Group Supports

Compliment the group on the strong affirmations they wrote. Have each student choose an affirmation from the list or make up a new one that seems to fit the person sitting next to them. Have students write the affirmation on a slip of paper and give it to the person. Tell students to put the affirmation that they received in a place where they'll see it at least once a day this week.

Group Applies Skill

Encourage students to write at least one affirmation per day or week and post it on their bathroom mirror, refrigerator door, school binder, or wherever they're likely to see it often. Tell students that you'll ask them to report back on the effects of affirmations.

Extend

Use the Self-Esteem Booster called "Growing Self-Esteem" to continue the practice of positive self-talk throughout the semester.

ABOUT AFFIRMATIONS

When you write affirmations ...

- Stay in the present, **NOT** the future. Example: "I *am* a capable person," **NOT** "I *will* be a capable person."
- Keep the statement short and simple.
- Affirm what you are, **NOT** what you *are not*. Example: "I *am* drug-free," **NOT** "I *am not* on drugs."
- Choose an affirmation that feels right for you. Ask yourself, "Does this affirmation make me feel positive and supported?" "Does this affirmation make me feel free?" If not, change the words or find another affirmation until it feels right.
- Believe your affirmation! (Even if only for a few minutes.)

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SELF-ESTEEM ENHANCEMENT

SKILL 2

POSITIVE SELF-IMAGES

OVERVIEW

Summary

In this series of exercises, students practice visualization techniques that relieve stress and enhance self-esteem. Students visualize positive images that strengthen self-esteem and emphasize common goals.

Key Concepts

1. We can create mental images of ourselves that help us accept and appreciate ourselves.
2. We can use positive visualization to identify and realize personal and group goals.

Learning Objectives

Students will . . .

1. Practice relaxation techniques that prepare them for positive visualization.
2. Create positive group images through visualization exercises.
3. Identify personal goals through visualization exercises.

Preparations (Sessions 1, 2, 3)

1. Review session.
2. Practice visualization exercises.
3. Bring cassette player and musical tape that may help students relax during visualization (optional).

Materials (Sessions 1, 2, 3)

1. Flipchart, markers.
2. Post-it® notes.
3. Relaxation tape (optional).

SESSION 1: GUIDED RELAXATION

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Give students a few Post-it® notes and have them write an affirmation(s) that might help them with their attendance, mood, and drug-use control goals; have them stick the notes on their charts.

As you go around the circle, ask how everyone is doing and if they've been using affirmations since the last session.

Negotiate Agenda

Put names of students who want time today on the agenda. Include unfinished business and today's topic: **Positive Self-Images**.

Provide Rationale

Explain that in addition to saying positive things about themselves, they can practice **imagining** or **visualizing** positive images of themselves. Possible images might include: feeling peaceful and safe; accomplishing a goal, such as making perfect basketball shots; solving a conflict with someone.

Explain that you'd like the group to try a brief exercise that's meant to help them relax and create positive self-images. Tell students that you're going to use your voice to help them create images. Advise students to just relax and accept whatever thoughts and images float through their minds.

ACTIVITIES

Support

Respect students' possible resistance to visualization by making the following exercise optional. If students do not wish to participate, ask them to just listen as you guide the group. You may want to lower the classroom lights. If you're using a relaxation tape, prepare the cassette player.

Group Practices Skill

Ask students to please close their eyes. Use the following script, or your own, to guide them through a brief relaxation:

> *Take a couple of deep breaths to relax. Slowly breathe in and out. Try to empty your mind of thoughts and just concentrate on your slow breathing.*
>
> *Imagine yourself just waking up in the morning. You're lying in your bed, feeling warm and relaxed, well-rested. Your eyes are still closed; they feel soft and relaxed. You have plenty of time to get up and get dressed. You have time to think about the day ahead of you. Imagine the day going as smoothly as glass. You seem to sail through classes. Your assignments are done and a teacher compliments your work. In RY, you're glad you were able to help someone. Later, you enjoy spending time with your friends. Imagine feeling satisfied at the end of the day that you've accomplished a few things and felt good about yourself. You know you'll sleep well again tonight and wake up relaxed and peaceful.*
>
> *Stay with these positive images and feelings for a moment. When I count to three, open your eyes. One . . . Two . . . Three . . .*

Group Shares

Ask students:

> *Did you find yourself slowing down and relaxing?* (Open answers.)
>
> *What images or feelings came to your mind?* (Open answers.)
>
> *Can you think of a recent situation where you might have used visualization to relax or make you feel good about yourself?* (Open answers.)

CONCLUSION

Reinforce Key Concepts

Tell students that if visualization works for them, they can use it to stay in touch with their feelings. Emphasize that **self-awareness** and **self-appreciation** are the building blocks of self-esteem.

Preview

Tell students that in later sessions they'll try visualizations that help them describe personal and group goals.

Extend

Use more extended relaxation exercises, such as the "Guided Relaxation Exercise" on the resource sheet attached to this session.

GUIDED RELAXATION EXERCISE: MY SAFE PLACE

The following relaxation exercise is only one among many. See *Creative Visualization* by Shakti Gawain and *The Hero Within* by Carol S. Pearson for additional ideas. Find or create the exercise that you think you can best deliver. With all of these relaxation exercises, it's a good idea to practice your script before trying it in group. Work for a slow, deliberate pace to facilitate students' relaxation and visualization.

You can also shift the emphasis of this exercise to promote group bonding by substituting **our** or **the group's safe place** for **my safe place**.

> *Please close your eyes. Place both feet flat on the floor. Rest your hands on the desk. Now make fists with both hands and squeeze hard, harder. Now let the fists go. Do this again. Make tight fists—tighter, tighter. Now let go. Shake your hands out. Rest your hands on the desk, making sure that each finger feels soft, relaxed. Check to make sure your eyelids feel smooth. Soften the skin on your face, your forehead, the space between your eyes, your jaw.*
>
> *Begin breathing slowly, through your nose. Let your stomach expand as you breathe in. Slowly count backward from 10 with each deep breath. As you breathe, relax each part of your body, starting with your toes and moving up to your scalp. Feel the warmth of your breath moving up through your body, relaxing each part along the way. Breathe slowly, deeply, fully.*
>
> *Stay with your relaxed feeling. Continue to breathe slowly and deeply. Now begin to imagine a place where you have been or someplace you'd like to go that feels totally safe, peaceful, secure. Notice what this place looks like; see the objects and colors in this place. What does this place feel like, smell like? Maybe this place is your room. Maybe it's somewhere in the country, in the mountains, or by water. Are there other people or animals there? Create this place however you want it to be. This is your safe place that you can go to anytime you wish. Stay in your safe place for a moment.*
>
> *When I count to three, please open your eyes. One . . . Two . . . Three. . .*

SESSION 2: VISUALIZING GROUP STRENGTHS

INTRODUCTION

Check In

Have students get their notebooks and update their monitoring charts. Give students some Post-it® notes and have them draw, for the person on their right, a picture of that person succeeding at one of the goals they're monitoring. Have students give each other the drawings to stick on the appropriate monitoring chart.

As you check in with students, ask them to share the positive image that they drew of someone.

Negotiate Agenda

List any unfinished business on today's agenda, plus the names of students who would like time. Post today's topic on the agenda: **Group Strengths.**

Provide Rationale

Tell students that, since they've already used visualization to relax, they're ready to try a little longer visualization that will take them on an imaginary adventure. The purpose is to tap into the individual strengths that make them such a positive group.

ACTIVITIES

Instruct

Recall past discussions in which students have talked about the group's "best self." Explain that part of showing that best self has to do with sharing what they have in common, as well as what makes them different from one another. Suggest that one thing they may all have in common is that they have developed great strengths as survivors. As survivors, they have weathered tough times and faced challenges.

Group Brainstorms

Begin brainstorming ideas about survivors by writing on the board or flipchart, "Survivors are people who . . ." Start the group off with an example: "... who have a lot of determination." Encourage students to think of things survivors do, as well as qualities they possess. For example, "Survivors are people who can think on their feet." Write students' responses on the flipchart.

Group Visualizes

Ask students to keep the qualities and skills of survivors in mind as you take them on an imaginary journey to an island where the group has been shipwrecked. Explain that you will ask them to close their eyes and simply listen to your voice. The journey will take about five minutes. Afterward, they will talk about some of the images that they created. Advise students that if no images come, that's fine. The main point is to just relax and enjoy the journey.

Tell students to close their eyes, breathe slowly in and out, and relax. Begin the following guided imagery. Modify or expand it as you wish.

> *We have just washed up on the shore of a beautiful tropical island in the South Pacific. Our bodies are coated with hot, white sand as fine as cornsilk. The beach stretches down a long way until it ends in a huge black rock that juts out into the water. The island is densely green. Tall coconut palms sway in the warm breeze.*
>
> *Our entire group has survived a shipwreck. For most of the day, we lie on the beach, exhausted from the storm that tossed us up on this island. Toward nightfall, we gather together to decide what we must do. We don't know what food we will eat, or what water we will drink. We have no idea of how big the island is or if it's inhabited. We talk about what each of us can do to help the group survive.*
>
> *Each of you must now think of what you can do. Can you find food, build a fire, and cook? Perhaps you can put together a shelter of some sort. Which one of you will begin to explore the island? Is there a chance for rescue? Can you figure out how to get off the island? Who of you can give moral support to those in the group that become desperate? Are you good at getting a group of people to agree? Share what you will do with the others in the group.*
>
> *Slowly, I'd like you to leave the island. Become aware of the room and the people around you. When I count to three, please open your eyes. One . . .Two . . . Three. . .*

Group Shares

Ask each student to share what he/she would do to help the group survive on this island. If students know why they chose a particular role, have them share their reasons.

Support Positive Group Image

Tell students that, even though the trip was imaginary, their strengths are real. The goal in *RY* is to bring out the strengths of each person and to rely on each other's strengths. The positive images they create of themselves and the group build their self-esteem.

CONCLUSION

Group Reinforces

Pass out blank stickers and art supplies. Tell students to make a survivor sticker that celebrates personal strengths, such as "I don't give up," or "I know how to take care of myself." Collect stickers and pass them out to the group.

Praise

Congratulate students on showing the group's best self today. Express your confidence in the group's ability to go beyond surviving, to realizing dreams and goals. Tell students that in later sessions, they'll use visualization to describe some of those goals.

SESSION 3: VISUALIZING PROGRAM GOALS

INTRODUCTION

Check In

Have students get their notebooks and update their monitoring charts. Go around the circle and ask how everyone is doing. As students check in, ask them to share a goal which they may not have previously discussed with the group.

Negotiate Agenda

Note who would like time today. List unfinished business and today's topic on the agenda: **Visualizing Program Goals.**

Provide Rationale

Recall that the group has been practicing positive self-talk to build both group and personal self-esteem. Explain that self-esteem is shaped by what we say and think about ourselves, and also by what we do. How they answer the question "Am I a capable person?" affects their feelings about themselves.

Tell students that in today's class they'll use the visualization skills they've been practicing to reinforce images of themselves as capable people with real goals. Visualizing or imagining a goal is the first step toward fulfilling that goal.

ACTIVITIES

Prepare Group

Explain that, as in previous visualizations, students will close their eyes and just listen to your voice. Afterward, the group will discuss images that came into their minds. Once again, give permission not to participate if some students are still resistant to the exercise. You might suggest that these students just close their eyes and use the time to relax.

Group Visualizes

Tell students to close their eyes, then guide them through the following visualization:

> *Begin by bringing into focus a picture of your best self. Your best self cares about your safety and your happiness. Your best self says, thinks, and does helpful things that make you feel good about yourself.*
>
> *Now imagine your best self at school. Picture your best self walking into a class completely prepared. You've done your homework, and you're even eager to share what you've done. You raise your hand. You ask questions. The teacher compliments you on being prepared. You get back a test on which you've gotten an "A."*
>
> *After school, you're able to relax with friends while being perfectly sober. You shake off any stresses from the day, emphasizing all you've accomplished. You share your accomplishments with friends and family. You've already begun thinking about what you want to achieve at school the next day.*
>
> *Slowly now, come back to this room. Bring with you the images and feelings of achieving goals that make you feel good about yourself. Bring with you the picture of yourself as a happy, sober, capable person. When I count to three, please open your eyes. One . . . Two . . . Three . . .*

Group Processes

Ask students to take a moment to write down specific images or feelings from the scene that they would like to see come true in their lives.

Next, ask students to circle one or two specific images or feelings that they think they could realistically begin working on right away.

Group Shares

Invite students to share with the rest of the group one of the images or feelings they circled. Ask students:

> *What could you begin to do now to work toward achieving this goal?* (Open answers. Encourage group members to support each other by affirming one another's plans and offering suggestions when needed.)

CONCLUSION

Reinforce Group Support

Encourage students to help each other keep alive the program goals that they share. Discuss ways of returning to these positive images of themselves throughout the semester. Possibilities might include more visualizations, journals, and group discussions.

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SELF-ESTEEM ENHANCEMENT

SKILL 3

INTERRUPTING AUTOMATIC THOUGHTS

OVERVIEW

Summary

In these sessions, students evaluate how self-esteem is impacted by automatic thoughts and behaviors. Students practice interrupting and changing automatic thoughts that may lower self-esteem. The group shares real-life events that trigger automatic thoughts and uses problem-solving strategies to support behaviors that enhance self-esteem.

Key Concepts

1. Automatic thoughts can cause us to react in ways that either help or hurt our self-esteem.
2. We can interrupt and change hurtful automatic thoughts and help our self-esteem.

Learning Objectives

Students will . . .

1. Trace the connections between trigger events, automatic thoughts, and reactions.
2. Practice changing thoughts that hurt self-esteem to thoughts that help self-esteem.

Preparations

1. Review session.
2. Make copies of the "Snap! Zap!" handout for each student.

Materials

1. Flipchart, markers.
2. Copies of the "Snap! Zap!" handout for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Ask how everyone is doing. Have students share any images of their best self that have stayed with them from the previous session.

Negotiate Agenda

Ask who would like time on today's agenda. Include unfinished business and today's topic: **Interrupting Automatic Thoughts.**

Provide Rationale

Compare the group's recent work on self-esteem to physical workouts. Group has been a place to strengthen self-esteem without any outside interference. The group has controlled what to talk about and what to work on.

Explain that, in life outside the group, we don't always get to control the agenda. Events happen that trigger automatic thoughts and reactions that can either help or hurt self-esteem. We can learn to tune into our automatic thoughts just as we've learned to pay attention to feelings and moods. The goal of today's session is to begin developing the habit of thinking and acting in ways that say, "I value myself. I believe in myself."

ACTIVITIES

Pass Out "Snap! Zap!"

Pass out the "Snap! Zap!" handout to each student. Tell students that the diagram on the handout shows the connections between trigger events, automatic thoughts and reactions, and self-esteem.

Model

Relate the following example to students or use one from your own life:

> *Sarah has not done her homework again, but she did at least go to history class instead of skipping again. The Trigger Event is that the teacher comes over to her and threatens her in front of everyone with an "F" grade if she doesn't do her homework by Friday. Sarah gets mad and has the following Automatic Thoughts: "Screw this class. I hate this teacher. I'll never pass this class. I'm a failure." Her reactions are that she skips history class and doesn't even try to do her*

> *homework to pass the class. The effect on her self-esteem is that she feels depressed.*

Instruct

Tell students that, in this example, the challenge for Sarah is to interrupt or Snap! her automatic thoughts and change or Zap! them, so that she helps instead of hurts her self-esteem.

Group Problem-Solves

Ask students:

> *How would you advise Sarah to rethink the situation and react in a way that helps her? What could Sarah say to herself?* (Open answers. Sarah's possible thoughts to herself: "That teacher was out of line by embarrassing me in front of everyone, and I don't want her to think that I'm doing my homework because she threatened me in front of everyone. But I'm not a failure and I don't want to flunk, so I'm going to do my homework and ask the teacher to speak to me in private the next time she is upset, because it isn't fair to discuss my grades in front of everyone.")

Instruct

Make the point that sometimes we can change or avoid the trigger event altogether. Ask students:

> *In the example, what could Sarah have done to avoid the teacher yelling at her?* (Do her homework.)

Group Applies Skill

Ask the group for more examples from their own lives to use for practice at interrupting and evaluating automatic thoughts.

CONCLUSION

Praise

Thank the group for sharing and for their creative problem solving.

Emphasize Key Concept

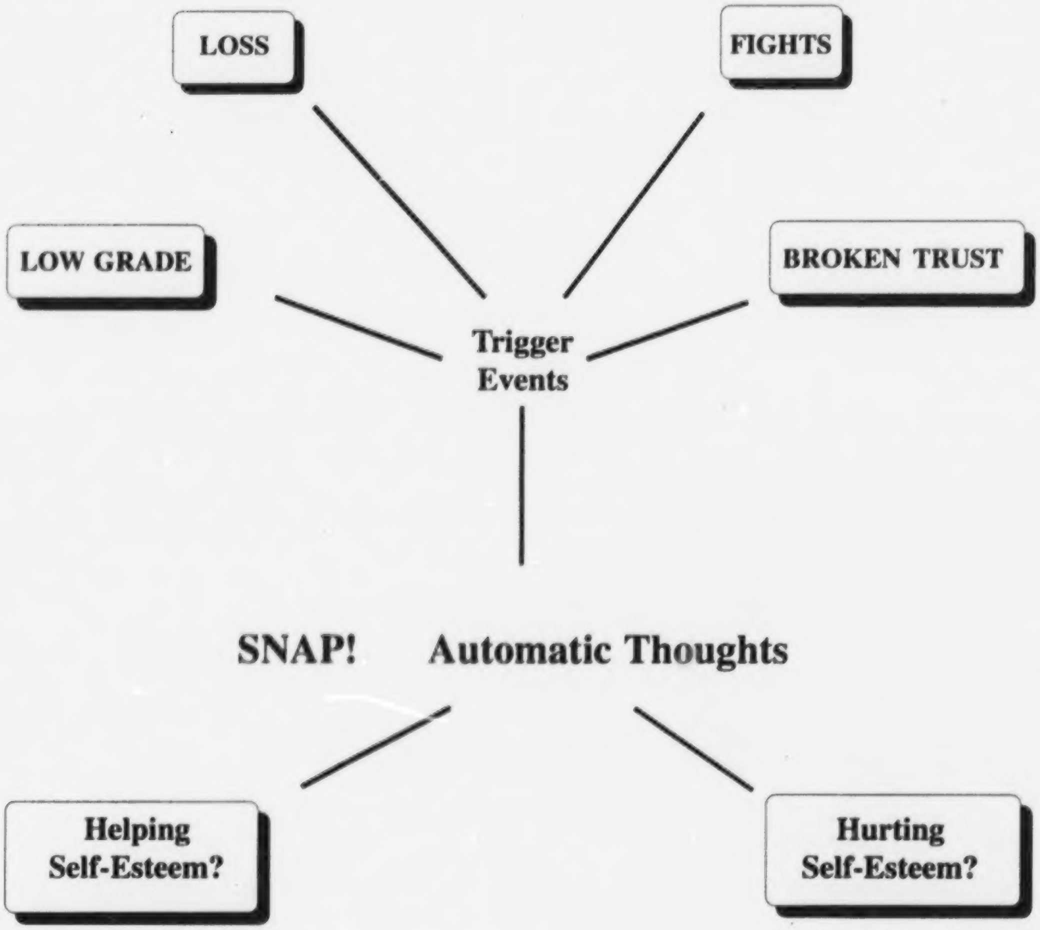
Reinforce the concept that, while we may not always be able to control what happens, we can teach ourselves how to control our thoughts and our reactions, so that we strengthen our self-esteem.

Extend

Give each student a rubber band. Ask students to put the rubber band around their wrists and snap it lightly. Tell students that they can wear the rubber band and snap it to interrupt and evaluate automatic thoughts. If the thoughts might be hurtful to their self-esteem, they can zap them and substitute more helpful thoughts.

See Self-Esteem Booster "Pessimist vs. Optimist" for further reinforcement of the skills practiced in this session.

SNAP! ZAP!


LOSS
FIGHTS
LOW GRADE
BROKEN TRUST
Trigger Events
SNAP! Automatic Thoughts
Helping Self-Esteem?
Hurting Self-Esteem?

ZAP! Hurtful Thoughts

SELF-ESTEEM ENHANCEMENT

APPLICATION-ACHIEVEMENT

REMOVING BARRIERS TO SUCCESS

OVERVIEW

Summary

In this lesson, students evaluate their past school achievement and its effect on their self-esteem. The goal of the lesson is to motivate students to remove barriers to success and improve their sense of competency and self-worth.

Key Concepts

1. How we feel about ourselves depends, in part, on our ability to achieve goals that are important to us.
2. We can achieve our goals and improve our self-esteem by changing hurtful thoughts and behaviors.

Learning Objectives

Students will . . .

1. Identify hurtful thoughts and behaviors that create barriers to success in school.
2. Set goals for overcoming barriers to success in school.

Preparations

1. Review session.
2. Get copies of students' grade and attendance reports from last semester.
3. Make copies of the handout "Removing Barriers to Success" for each student.

Materials

1. Flipchart, markers.
2. Highlighter pens.
3. Copies of the handout "Removing Barriers to Success" for each student.

INTRODUCTION

Check In

Have students update all the monitoring charts in their notebooks. As you check to see how the students are doing, ask them which school goals they've had the most success with so far this semester and which goals seem tougher to achieve. Students may first want to review the goal statements that they wrote on the handout "*RY* Goals," in their notebooks under "Goals."

Negotiate Agenda

Ask who would like time on today's agenda. Include unfinished business and today's topic: **Removing Barriers to Success.**

Provide Rationale

Explain that the group has spent a lot of time defining personal and program goals. They've described some goals as easier to achieve than others. Today, they'll discuss how they can use the self-esteem skills they've practiced to remove barriers to success in school.

ACTIVITIES

Group Evaluates

Pass out highlighter pens and students' grade and attendance reports from last semester. Ask students to highlight in one color their achievements and, in another color, areas (attendance, GPA, credits specific subjects) in which they had difficulties.

Group Shares

Ask students to share the "highs" and "lows" on last semester's reports and their effects on self-esteem.

Group Reviews Skill

Draw the "Snap! Zap!" diagram (Self-Esteem/Skill 3) on the flipchart. Tell students that they can apply this process to school achievement goals. To review the skill, ask if anyone is willing to use his/her school problem from last semester as an example. Otherwise, use the following example:

> *Joe's report card shows lots of absences first thing in the morning and again after lunch. We know Joe was fighting at home a lot and coming in late at night. Joe also told us that he smoked pot before school and during lunch.*

Have the group discuss what triggered Joe's absences (late nights, fighting, coping by smoking pot). Also discuss hurtful thoughts that may have been going through Joe's mind ("Nothing will change," "My parents don't understand," "I'd rather just escape"). Finally, discuss how Joe might zap his hurtful thoughts and change them to more helpful ones ("Fighting stresses me out and isn't getting me what I want. If I can't talk to my parents, maybe I can talk to my friends.").

Group Works in Partners

Tell students that they'll work with a partner to develop a plan to deal with any barriers that may be getting in the way of their success this semester.

Pass Out "Removing Barriers to Success"

Pass out the handout "Removing Barriers to Success." Read over the instructions and give partners time to complete their handouts.

Partners Share

Have partners share with the rest of the group their strategies for zapping hurtful thoughts and reactions and removing barriers to success in school.

CONCLUSION

Reinforce Skills

Remind students to practice other self-esteem-building skills (positive self-talk, positive self-images) to remove barriers to success.

Extend

Return to this problem-solving approach to school achievement throughout the semester. Follow up with work on specific study, communication, and behavioral skills needed to remove barriers to success. Consistently have the group monitor grades, attendance, mood, and drug-use control to support school achievement goals.

See Self-Esteem Booster "Finding the Source" to work further on motivation to succeed in school.

REMOVING BARRIERS TO SUCCESS

Directions: List barriers to your success in a specific subject. Ask yourself if the barrier is an **attitude** problem ("I can't stand the teacher!"), a **skill** problem ("I'm terrible at word problems in math."), or an **outside stressor** ("I can't concentrate on homework when everyone at home is fighting."). Work with a partner to find a strategy to "remove the barrier!" Use another piece of paper to analyze other subjects.

Subject: ______________________________

Barriers	**Strategies**
Attitude Problems:	**My New Attitudes:**
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
Skill Problems:	**Skills I'll Improve:**
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
Stressor Problems:	**Solutions to Stressors:**
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

SELF-ESTEEM ENHANCEMENT

APPLICATION– DRUG-USE CONTROL

DEPENDENCY & STRESS

OVERVIEW

Summary

Students examine the impact of drug use and other unhealthy dependencies on self-esteem. The activities in this session ask students to explore the connection between dependency and stress. Students identify healthier ways to cope with stress.

Key Concepts

1. The false high of drug use or other unhealthy dependencies is followed by a physical and emotional withdrawal that steadily erodes self-esteem.
2. Controlling dependencies involves finding healthy replacements that build self-esteem.

Learning Objectives

Students will . . .

1. Identify stressors in their lives that can lead to unhealthy dependencies.
2. Explore healthy ways of coping with personal stressors.

Preparations

Review session.

Materials

1. Flipchart, markers.
2. Index cards.

INTRODUCTION

Check In

Have students get their notebooks and update all the monitoring charts. Go around the circle and ask how everyone is doing. As students check in, ask them to share a recent example of a stressful situation (rude remark, poor grade, accident) that they managed to cope with pretty well.

Negotiate Agenda

Ask who would like time today. List unfinished business on the agenda and include today's topic: **Dependency & Stress.**

Provide Rationale

Tell the group that today they'll focus on the role stress plays, not only in drug use, but in any other unhealthy dependency.

ACTIVITIES

Group Identifies Problem

Ask students:

> *What does the phrase "push my buttons" mean to you?* (Open answers. For most people, it means emotional triggers–words or actions that set off strong feelings, such as anger, rage, great anxiety, fear, depression.)

Group Brainstorms

Draw a large outline of a person on the flipchart. Have students come up with and write examples of their personal "stress buttons" on the figure you've drawn. Examples might include poor grades, hassles with parents or teachers, or fights with friends.

Group Explores Problem

Explain that, while everyone has stress buttons, people differ in how they deal with stresses. Ask students:

> *What are common "fixes," healthy and unhealthy, that people use to cope with stresses?* (Write healthy/unhealthy categories on the board or flipchart and record students' responses. Examples of unhealthy fixes: alcohol, drugs, caffeine, sugar, nicotine; healthy fixes: music, exercise, talking with trusted friend or family member.)

Circle the unhealthy category and ask students:

> *Are these unhealthy coping devices permanent solutions or quick fixes to problems? Why?* (Quick fixes mask problems. The problem doesn't go away because, while dependent, a person does nothing

to actively work on the problem. In fact, the dependency creates more problems, which compound the original problem. Refer to "Emotional Spirals," Self-Esteem/Application–Mood).

Illustrate Key Concepts

Give a student a wadded-up piece of paper, an eraser, or something else light and unbreakable. Ask that person to toss the object in the air. Ask students:

> *Why does the ___________ [object] fall back down?* (The law of gravity. Or, in more simple terms, "What goes up must come down.")

Ask students:

> *Can you relate that idea to drug use or any other unhealthy dependency?* (The false "high" of drugs, or "rush" of any unhealthy dependency, inevitably produces physical and emotional withdrawal that makes the normal "lows" seem even lower.)

Group Reviews

Review definitions of self-esteem (our thoughts, opinions, feelings, and images of ourselves). Ask students:

> *How does an unhealthy dependency affect our self-esteem?* (Open answers. When the short-term effects of the dependency wear off, we're left with perhaps unpleasant images of ourselves and what we did under the influence of the substance–for example, blacking out, getting sick, getting in fights, failing a test. In addition, other people express negative opinions about us. Instead of building on what we have in our self-esteem bank, we're faced with rebuilding what we've lost.)

Group Works in Partners

Pass out colored markers and index cards. Tell students to work with a partner and for each person to write on one side of the card a possible stressful situation that could occur over the weekend. On the other side of the card, using a different colored marker, write a healthy coping device to counter the stressor.

Partners Support

Tell partners to discuss problems that could arise and ways to cope with the problems. Tell partners to write each other's phone numbers on their cards in case they need help or support.

Group Shares

Have partners share their healthy coping strategies with the rest of the group. Encourage the group to offer help and support.

CONCLUSION

Preview

Tell students that, after the weekend, partners will check in with one another about progress on their goal and then report to the group.

Extend

See also "Drug-Free Weekend Activities" in "Social Activities and School Bonding."

SELF-ESTEEM ENHANCEMENT

APPLICATION—
MOOD

EMOTIONAL SPIRALS

OVERVIEW

Summary

This lesson connects self-esteem with mood and explains the downward emotional spirals that are intensified by low self-esteem. Students give names, shapes, and images to their own experiences with depression and analyze their feelings during depressions. Most importantly, students learn to apply self-esteem skills so that they can control emotional spirals.

Key Concepts

1. Depression is a mood often accompanied by low self-esteem.
2. We can regulate our moods and prevent depression by changing our thoughts and feelings about ourselves.

Learning Objectives

Students will . . .

1. Describe the self-images and thoughts of depressed moods.
2. Explain the link between self-esteem and moods.
3. Identify techniques to improve self-esteem and control depression and emotional spirals.

Preparations

1. Review session.
2. Make copies of the "Emotional Spirals" handout for each student.

Materials

1. Flipchart, markers.
2. Copies of handout "Emotional Spirals" for each student.
3. Drawing paper/newsprint.
4. Colored markers.

INTRODUCTION

Check In

Have students update their monitoring charts, paying particular attention to the moods they've been recording this week in their mood diaries. As you check in with students, ask them if they've recently used the "Snap! Zap!" technique to turn hurtful thoughts into helpful ones.

You might add your own observation of a recent instance when the group "zapped" itself, changed its behavior, and showed greater care and concern for one another.

Negotiate Agenda

Get names of students who would like time today. List unfinished business and today's topic on the agenda: **Emotional Spirals.**

Provide Rationale

Tell students that by practicing "Snap! Zap!" they not only strengthen their self-esteem, but also avoid depression. Explain that there is a definite connection between low self-esteem and depression. Tell students that today they'll explore what depression looks and feels like to them and look for ways to control it.

ACTIVITIES

Group Visualizes

Tell students that you'd like them to try a short visualization in which they'll recall a time when they were depressed. Ask them to close their eyes and take a few deep breaths to relax.

Ask students to think of a time when they were depressed. Give them some examples of possible situations that might trigger depression: failure in school, fights with family or friends, rejection by someone. Ask students to visualize how they felt when they were depressed (lonely, hopeless, angry, confused). What thoughts went through their minds? How did they react (slept a lot, got in fights, drank too much, took drugs, skipped school)?

When you bring students back from the visualization, slowly count to three and ask them to open their eyes.

Group Explores

Pass out drawing paper and markers. Tell students to draw a picture or some representation of themselves (need not be realistic) during this depression. Students may simply use color, draw shapes, write words, or some combination thereof. No artistic ability necessary! Encourage students to go about this task instinctively, without a lot of pre-thinking or analysis—to give a gut response.

Group Shares

After students have completed their drawings, ask them to talk about their pictures. Help them see the links between triggers, thoughts, feelings, reactions, and self-esteem by asking the following questions.

> *What triggered your depression?*
>
> *What were you feeling and thinking at the time you were depressed?*
>
> *What did you do, or how did you react, when you were depressed?*
>
> *How might you have changed your thoughts and reactions to reverse your mood?*

Encourage the group to offer help and support to each other.

Pass Out "Emotional Spirals"

Pass out the "Emotional Spirals" handout to each student. Explain that the spiral is another way of representing depression. Point out that the spiral can move upward as well as downward.

Emphasize Key Concept

Ask students:

> *What are some things we can do to spiral upward emotionally and out of depression?* (Open answers. Write students' ideas on the flipchart. Possible answers: Use some of the self-esteem techniques the group has practiced, such as Snap! Zap!, affirmations, positive visualization, and group support.)

CONCLUSION

Praise Group

Praise the group's supportive interaction in today's session.

Preview

Remind students that one of the key goals in *RY* is to help one another improve mood and strengthen self-esteem. In later sessions, they will look at other ways of improving mood, such as doing more fun things, exercising, and relaxing. Some of these activities will be done as a group. See "Social Activities & School Bonding."

Extend

Follow up with a session in which the group visualizes, draws, and discusses an "up" mood. Compare and contrast this mood with the picture they drew of themselves in a depressed mood.

EMOTIONAL SPIRALS

The Upward Spiral

Feel great

↑

Do well in school

↑

Feel even better

↑

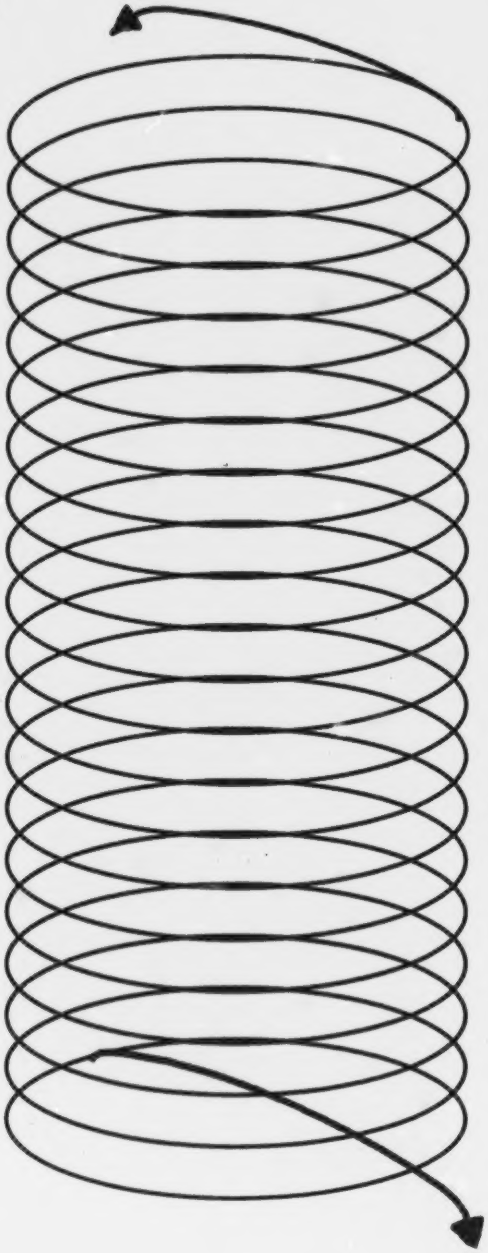
Have fun with friends

↑

Feel good

↑

Do something successfully



Feel unhappy

↓

Spend more time alone

↓

Feel depressed

↓

Become less active

↓

Feel more depressed

↓

Do even less

The Downward Spiral

SELF-ESTEEM ENHANCEMENT

BOOSTERS

BOOSTERS

GROWING SELF-ESTEEM

Encourage positive self-talk by having students frequently write affirmations and post them on a "self-esteem tree." Provide poster board or newsprint, felt-tip pens, and Post-it® notes. Have each student draw his/her own tree and hang it in the classroom. Students write affirmations on "Post-it"® notes and stick them to their trees. (See sample, "A Self-Esteem Tree.")

Students can also write affirmations for other group members' self-esteem trees. You can type up all of the affirmations from the trees at the end of the semester and hand them back to students. Students can also take their posters home at the end of the semester. You might also send a list of the affirmations to students' teachers, so that teachers can reinforce students' positive self-talk.

COAT OF ARMS

Have students create their own personal coat of arms that honors who they are and what they value. Prepare students by first discussing the traditional coat of arms as a symbol of a family's history, tradition, and power.

Pass out the "Coat of Arms" handout, heavy paper, colored markers, and scissors to each student. Tell students to draw the outline of the shield and cut it out. Next, in the appropriate areas on the shield, students answer the questions written on the handout. Students answer not in words but in pictures. (Question #6 can be both words and pictures.) The pictures should have personal meaning for students.

Have students display and share their coats of arms, explaining why they chose a particular symbol to represent themselves. Students can also create a coat of arms with their families, changing the questions slightly to suit the family as a whole.

FINDING THE SOURCE

Begin this activity by first discussing interests, skills, talents, and hobbies that are highly motivating to students—e.g., playing a musical instrument, drawing, fixing cars, dancing, playing a sport. Explain that they will see if there is a way to use some of these natural interests to do more satisfying work in school.

Pass out the handout "Dip into Your Wellspring" and colored markers. Tell students to fill the well by writing down their natural interests and talents inside the well. Next, discuss ways they might "dip into the wellspring" of motivation and use it to achieve greater success in school. Talk about ways to use their interests to complete various assignments—e.g., essays, book reports, research projects. Challenge students to communicate their interests and skills to teachers.

THE REEL THING

Play back videotaped sessions that were notable for group praise and positive feedback ("hugs"). Discuss the effects of group support on self-esteem.

BROWN BRAGGING IT

Have students bring in brown lunch bags (or provide them) in which they've put positive statements about their recent achievements. Students can also put in objects which represent achievements. Discuss the effects of achievement on their self-worth and their sense of power and competency.

SINGIN' THE BLUES

Give students opportunities to vent low-down feelings about self by setting aside 10 minutes during which they list all their worries and self-doubts—e.g., "I'm not okay," "No one likes me," "Life's a bitch." Some may want to write a song or rap about the "blues." Follow up with a clearing exercise in which students let go of the negative feelings and affirm the positive—e.g., "I am okay," "I am loved," "Life challenges me."

PRAISE WAVES

Using the analogy of the tides, spark a discussion that examines how praise we send out comes back to us. Keep the "praise waves" moving in the group with notes, letters, bookmarks, stickers, and drawings that students give to one another. Challenge students to find opportunities outside the classroom to start a "praise wave."

HOW-TO

Have students demonstrate their competencies in a variety of areas–fixing machines, cooking, drawing, etc. Have students teach one another how to perform some skill or task that they're particularly good at.

AD-GRAB

This is an exercise in self-disclosure and an opportunity to discuss self-esteem issues. First, prepare the Ad-Grab bag, per directions on the hand-out "Making the Ad-Grab Bag." Students grab an adjective out of the bag and talk about why the adjective does or does not describe them. You can play many variations of this game. For example, have students grab an "ad" for each other and describe qualities of the other person. This is a good class opener or change-of-pace activity.

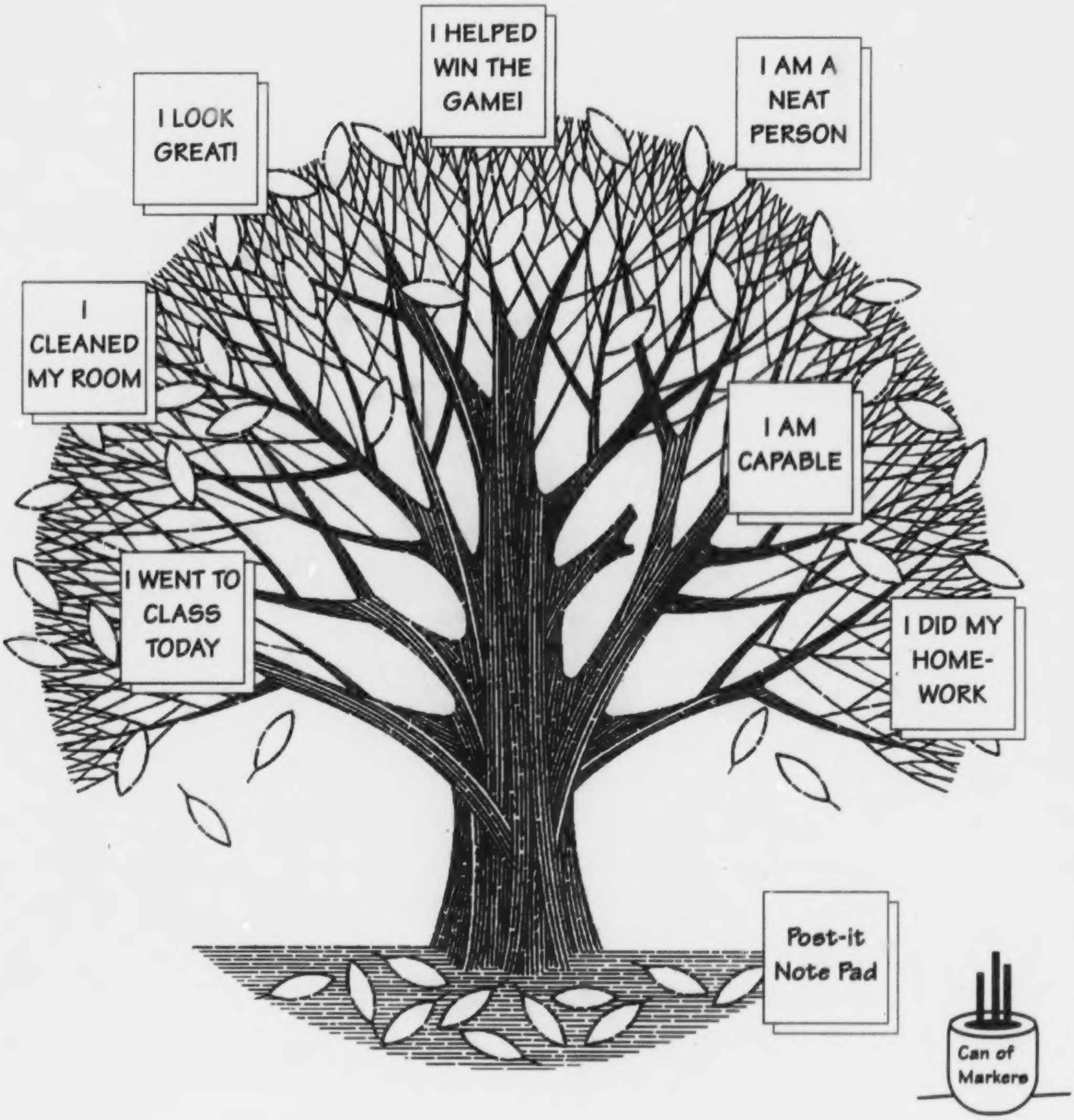
ACTION FOR THE DAY

Begin class by writing a suggestion for positive action on the board. See the resource sheet "Some Techniques for Maintaining a Positive Attitude." Have students suggest other positive actions. Check back with the group and discuss the techniques that worked for them.

PESSIMIST VS. OPTIMIST

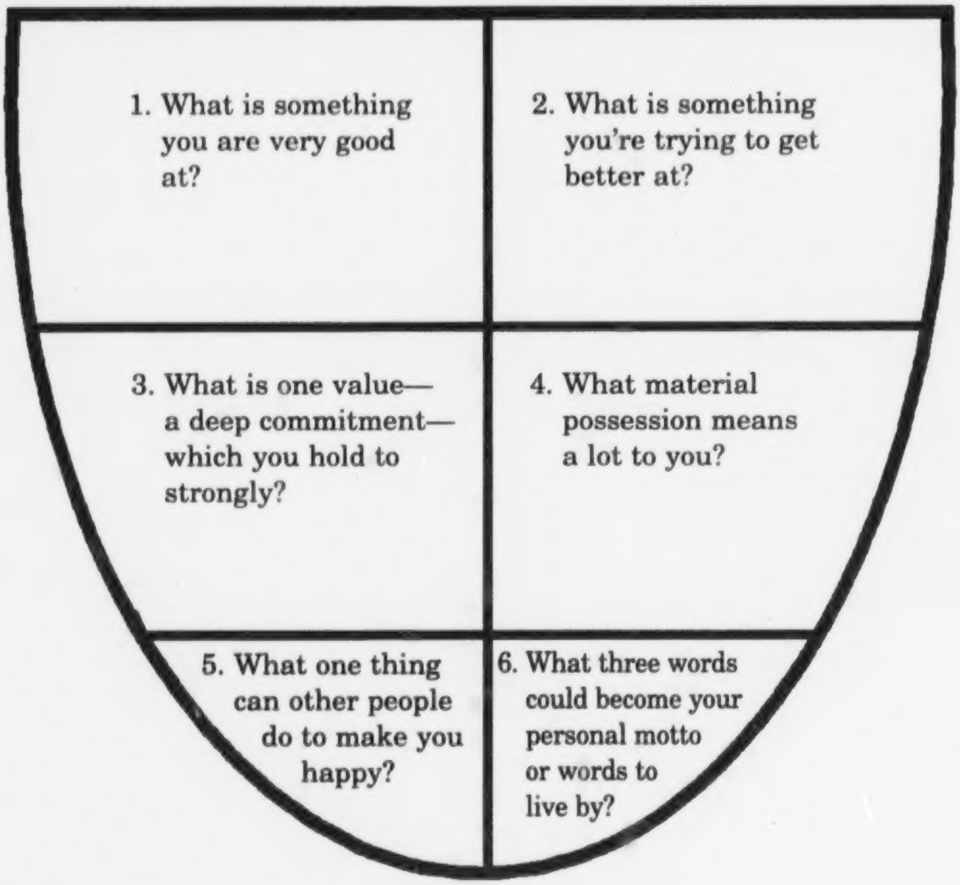
Using tagboard, markers, and string, make two signs that can be hung around the neck. Label one "Pessimist" and the other "Optimist." Ask two volunteers to wear the signs and participate in a role play in which they practice the "Snap! Zap!" technique they learned in Self-Esteem/Skill 3. Use the role-play situations described on the resource sheet "Role Plays for Pessimist vs. Optimist" or have the group make up its own situations. The role play begins with Pessimist and Optimist sitting back to back in the middle of the group. Pessimist reacts to a situation with thoughts that will likely hurt his/her self-esteem. Optimist immediately counters with a positive thought that helps Pessimist's self-esteem. The Pessimist responds by either agreeing with Optimist or adding more helpful thoughts.

SAMPLE SELF-ESTEEM TREE


I HELPED WIN THE GAME!
I LOOK GREAT!
I AM A NEAT PERSON
I CLEANED MY ROOM
I AM CAPABLE
I WENT TO CLASS TODAY
I DID MY HOME-WORK
Post-it Note Pad
Can of Markers

Name: ______________________

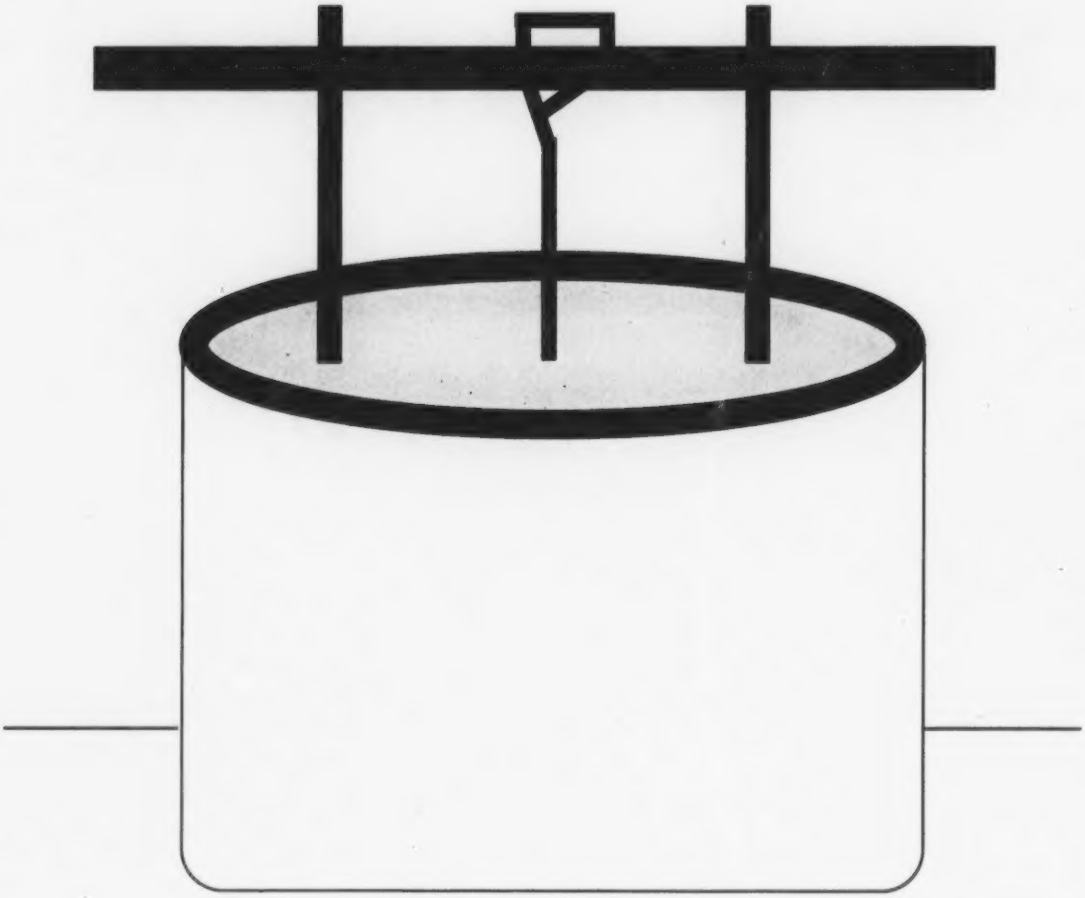
COAT OF ARMS



1. What is something you are very good at?
2. What is something you're trying to get better at?
3. What is one value—a deep commitment—which you hold to strongly?
4. What material possession means a lot to you?
5. What one thing can other people do to make you happy?
6. What three words could become your personal motto or words to live by?

Adapted from *Meeting Yourself Halfway* by Dr. Sidney B. Simon. Published by Values Press.

DIP INTO YOUR WELLSPRING



MAKING THE AD-GRAB BAG

DIRECTIONS

Enlist students' help in preparing the "Ad-Grab" bag. Give students several index cards and ask them to cut the cards into four equal strips. Assign a number of words from the list below to each student. Ask students to print one of the qualities on each strip. Students can also add other qualities to the list. When all of the words are printed, place all the strips in a brown bag and try the "Ad-Grab" game.

achieving
affectionate
ambitious
appreciative
artistic
athletic
careful
caring
cheerful
compassionate
competitive
confident
contributing
conversational
cooperative
dependable
decisive
defends others' rights
determined
empathetic
encouraging
energetic
enjoys music
faithful
friendly
fun
gentle
good listener
good sport
good with animals
handles frustration well
healthy
helpful
honest
humorous
individualistic
inventive
keeps promises
kind
loving
loyal
mannerly/polite
neat/clean
organized
overcomes hardships
participates
patient
persuasive
plans
positive attitude
problem-solving
punctual
quiet
resists peer pressure
respectful
responsible
self-aware
self-disciplined
self-motivated
sensitive
sets goals
shows foresight
shows gratitude
shows initiative
sincere
skillful
speaks well
sympathetic
takes pride in family
team player
thinks quickly
thoughtful
trustworthy
turns bad into good
versatile
witty

SOME TECHNIQUES FOR MAINTAINING A POSITIVE ATTITUDE

1. Choose a positive perspective. You can choose to see a glass as half empty or half full. After resolving what door has been shut, look for what door is opening. Turn unpleasant events into opportunities.
2. Take time for yourself, even one minute. Care for yourself every day, beginning with small gestures. Adequate rest, exercise, and nutrition are keys to resistance to stress.
3. Set a goal or a priority that is realistic; then give the task your best effort. Take pride and satisfaction in "giving it all you've got." Then let go of blame for what you could not accomplish.
4. Increase your options. Explore more than one way to solve a problem or pursue a relationship. The result will be not only a more creative product but a more satisfying process.
5. Reserve time for sharing. Talking with friends about your concerns can generate hope and divide the burden.
6. Verbalize only the positive. Try it for one day–not a single negative remark. See what a difference it makes.
7. Plan a vigorous gripe/complaint session. Take 10 minutes or an hour with a friend and really do a great job of it. Nothing allowed except complaints; then stop at the agreed time.
8. Take charge, be responsible. Decide on a clear "yes" (an action step that you will take and carry through) or a "no" (set a limit and then don't feel guilty). Realize that you have control and are not always at the whim of others' decisions.
9. Develop a discipline for being positive. For example, at the end of each day take a few minutes to write down all that you appreciated that day.
10. Rely on a religious or philosophical orientation to sustain you and to provide perspective and meaning for coping in difficult situations.
11. Think small. Set short-term goals that can be accomplished with success; reward yourself when they are completed.
12. Use your sense of humor: allow laughter to balance your perspective.
13. Reach out—catch others doing things right—express appreciation.
14. Accept each day as a fresh start, either to continue yesterday's successes or to begin again with a new resolve in making a change.
15. Make time for fun. Play is just as important to your well-being as work.

16. Relax. Design your week so that relaxing activities are scheduled as a regular part of your time.
17. Use affirmations—replace negative thoughts with positive, self-affirming thoughts. Repeat them as often as possible. Be aware of your self-talk.

ROLE PLAYS FOR "PESSIMIST vs. OPTIMIST"

- You had made plans to go to a special concert with a friend. At the last minute, your friend tells you he/she also invited someone that you really don't like, and your friend knows that you don't care for this person.

- Your parents have made vacation plans without discussing them with you. You've been told that you have to go, although you already made plans of your own.

- A friend has lent you a piece of valuable stereo equipment, which you accidentally broke. Though you've agreed to pay for the equipment over time, the friend has stopped talking to you.

- For the first time in a long time, you put time and effort into a paper due for English class. You're anticipating a high grade. When you get your paper back, it's covered with red ink, and your grade is a C.

- After a long, boring weekend, you return to school Monday morning and learn that a group of friends had a "killer" party over the weekend that you knew nothing about.

DECISION MAKING

DECISION MAKING CONTENTS

Background

Focus: Evaluating Decisions

Skill 1: S.T.E.P.S. to Planned Decision Making

Skill 2: Mini-Decisions/Goals

Skill 3: Time Management

Application–Achievement: S.T.E.P.S. to Improved School Achievement

Session 1: Grading Yourself
Session 2: Contract for Improvement

Application–Drug-Use Control: S.T.E.P.S. to Improved Drug-Use-Dependency Control

Application–Mood: S.T.E.P.S. to Improved Mood

Session 1: Measuring Moods
Session 2: Changing Moods

Boosters

The Refrigerator Door Company
Decision-Making Styles
Are You Taking S.T.E.P.S.?
Recognition of Improvement
What Can I Say?

DECISION MAKING

BACKGROUND

DECISION MAKING: BACKGROUND

Definition: A process of selecting from two or more possible options in order to solve a problem and/or set a goal.

PLANNED DECISION MAKING

Personal Problems and Goals

- Feeling good about myself
- Getting something I want
- Changing unhealthy habits

Group Problems and Goals

- Decreasing drug use
- Improving school achievement and attendance
- Improving moods

COMPONENTS OF DECISION-MAKING SKILLS TRAINING

Needs Assessment

Deficiencies in decision-making skills play significant roles in dysfunctional behavior. The profile of at-risk adolescents reveals that they are frequently impulsive decision makers with little or no means-end awareness. This decision-making style fits the profile of a risk taker whose desire for excitement and "highs" outweighs any concerns about self-care.

Lack of healthy decision-making skills is also apparent in those youth who feel a need to comply or conform out of a strong desire to belong, to be an "insider" rather than an "outsider." Students describe how this need influences their decisions:

> *I think I smoked more than I really wanted to, but I wanted to be accepted by the group.*
>
> *They don't bend to bring a person into the group; you have to conform to belong, to be an insider.*

Thus, self-esteem enhancement and personal-control skills training are both closely allied to decision-making skills training.

Key Concepts

Personal empowerment is a theme running through the *Decision Making Unit*. Greater freedom of choice and personal control are motivating benefits of decision-making skills training. Increased self-esteem, improved moods, and achievement of personal goals are also emphasized as important benefits.

The key concepts of decision making establish the need for self-evaluation and self-monitoring to change old habits and achieve goals. Key concepts also reveal the many applications of decision-making skills to personal and group goals. The rationales for decision-making skills training are contained in the following list of key concepts from the *Decision Making Unit:*

SESSIONS	**KEY CONCEPTS**
Focus	• Achieving goals can depend largely on how we make decisions. • Learning to make helpful decisions may mean unlearning old habits of decision making.
Skill 1	• Decisions based on choices, rather than on impulse, often result in greater personal freedom and control.

- The process of planned decision making can be used to solve problems, as well as to set goals.

Skill 2

- Carrying out decisions often involves making mini-decisions or goals.
- Decisions/goals are more manageable when they are realistic, specific, and measurable.

Skill 3

- Managing time well can be the key to achieving goals.
- Time management involves prioritizing tasks and balancing needs.

Application–Achievement

- School achievement can be measured not only by grades and attendance, but also by attitudes and satisfaction.
- Progress in school achievement involves making and evaluating decisions.

Application–Drug-Use Control

- We can improve drug-use or dependency control by evaluating drug-use or dependency decisions as either helpful or hurtful.
- We can take S.T.E.P.S. to change hurtful drug-use or dependency decisions to helpful ones.

Application–Mood

- Monitoring our moods helps us understand and control our moods.
- We can take S.T.E.P.S. to improve our moods.

Objectives

Decision-making skills are applied to both group and personal goals. Learning objectives, therefore, describe students' practice of decision-making skills in the group setting and in their individual lives.

Student Objectives

As group members, students will . . .

1. Identify and share problems experienced at school, at home, and with friends.
2. Reach agreement about group issues, e.g., how to spend group time, how to implement a group goal.
3. Clarify group conflicts, determining and implementing steps for resolution.

4. Make group contracts and set rewards for effective decision making, including group praise.

As individuals, students will . . .

5. Clarify personal values that influence decision making and goal setting.
6. Gather information to make decisions and achieve goals.
7. Weigh risks and predict possible outcomes of decisions.
8. Identify unhealthy habits and barriers to decision making and make plans to deal with them effectively.
9. Formulate goals that are:

   Desirable: Something positive that students want to accomplish.

   Realistic: Something that students can accomplish, short- and long-term.

   Specific: Clearly worded, easily understood, broken down step-by-step.

   Time-Specific: On a specific time line, with mini-goals leading to larger goals.

   Measurable: Progress can be monitored and evaluated.

10. Gather support for effective decision making and goal setting and set healthy rewards for making progress, including self-praise.

Teacher Objectives

Teachers will . . .

1. Introduce different styles of decision making, e.g., impulsive, intuitive, planned, etc.
2. Develop a format for decision making to solve both group and individual problems and set goals, e.g., S.T.E.P.S.
3. Transfer responsibility for solving problems to the group.
4. Communicate confidence in the group's ability to solve problems and build a positive peer culture.
5. Provide each group member with opportunities to use decision-making skills to set individual and group goals.

6. Provide monitoring tools—charts, logs, graphs, etc.—that help students measure progress in achieving goals.
7. Reinforce the relationship between students' decisions and their accomplishments.

Strategies

Throughout the *RY* program, students have numerous opportunities to practice decision-making skills. In fact, decision making is one of the four key group processes used in *RY*. The strategies of teaching decision-making skills link the skills with concrete goals that are relevant to students. Each strategy involves an element of self-evaluation, practice, group feedback, and monitoring. The strategies employed in the *Decision Making Unit* are as follows:

***RY* GROUP PROCESSES**	**DECISION-MAKING SKILLS**
Problem Solving	• Analyzing and evaluating past decisions (Focus)
	• Contrasting choice vs. impulse (Skill 1)
	• Practicing the S.T.E.P.S. model for planned decision making (Skill 1)
	• Grading school achievement (Application–Achievement)
	• Evaluating drug-use dependencies (Application–Drug-Use Control)
	• Identifying depressed feelings and hurtful moods (Application–Mood)
Decision Making	• Setting mini-goals to achieve and implement program and personal decisions and goals (Skill 2)
	• Managing time to achieve goals (Skill 3)
	• Developing plans to improve grades (Application–Achievement)
	• Setting goals to reduce drug-use dependencies (Application–Drug-Use Control)
	• Making plans to change undesirable and/or depressed feelings (Application–Mood)
Coping	• Communicating with teachers to monitor grades and improvement (Application–Achievement)

- Monitoring and communicating progress/problems related to drug-use/dependency goals (Application–Drug-Use Control)
- Monitoring mood and reporting changes (Application–Mood)

Supporting

- Reinforcing planned decision making through group role-playing (Skill 1)
- Giving and receiving support for improving school achievement (Application–Achievement)
- Offering support and help to group members and friends who are trying to reduce drug-use dependencies (Application–Drug-Use Control)
- Sharing feelings, moods, and ways to improve mood (Application–Mood)

Group Support System

> *What was helpful was that everybody in the group was very supportive of you no matter what your final decision was for your problem.*

The sense of safety described by this *RY* student is critical in decision-making skills training, which requires honest self-appraisal and a gradual lowering of self-protective barriers. In the *Decision Making Unit,* students must examine past decisions—school performance, drug use, and other dependencies—before they can determine a need for change. Group decision making and group goal setting prepare students to apply decision-making skills to personal issues and problems. The group also plays an important role in monitoring progress on goals by praising successes and offering help and support as students face obstacles to their goals.

IMPLEMENTING THE DECISION MAKING UNIT

Preparations

Students should begin practicing decision-making skills early in *RY*. Many of the self-esteem strength-building activities tap into personal dreams and goals that give students reasons for learning decision-making skills. Most importantly, trust and openness must be built from Day 1, making possible the sensitive self-appraisals required in the *Decision Making Unit*. The following preparatory sessions help create a positive environment for decision-making skills training.

PREPARATORY SESSIONS ➠	**DECISION MAKING SESSIONS**
Self-Esteem: Skill 3	Focus: "Evaluating Decisions"
Self-Esteem: Skill 3	Skill 1: "S.T.E.P.S. to Planned Decision Making"
Getting Started: Days 3, 9, 10	Skill 2: "Mini-Decisions/Goals"
Getting Started: Days 9, 10	Skill 3: "Time Management"
Getting Started: Days 3–5, 9; Self-Esteem: Application–Achievement	Application–Achievement: "S.T.E.P.S. to Improved School Achievement"
Getting Started: Days: 7, 9; Self-Esteem: Skill 1; Application–Drug-Use Control	Application–Drug-Use Control: "S.T.E.P.S. to Improved Drug-Use/Dependency Control"
Getting Started: Days 6, 9; Self-Esteem: Focus; Skills 1–3; Application–Mood; Boosters; "Growing Self-Esteem," "Finding the Source," and "Pessimist vs. Optimist"	Application–Mood: "S.T.E.P.S. to Improved Mood"

Real-Life Applications of Skills

Every session of the *Decision Making Unit* directs students to apply skills to real-life goals and problems. The format for decision making and goal setting is developed and practiced within the context of group goals. Numerous monitoring tools, such as charts, graphs, and diaries, record students' progress on achievement, drug-use control, and mood goals. These monitoring tools are visible reminders that skills are linked to what students do about real issues in their lives.

DECISION MAKING

FOCUS

EVALUATING DECISIONS

OVERVIEW

Summary

By reviewing recent decisions, students describe how they make decisions. They consider old habits that lead to hurtful or ineffective decisions and discuss the benefits of planned decision making.

Key Concepts

1. Achieving goals can depend largely on how we make decisions.
2. Learning to make effective decisions may mean unlearning old habits of decision making.

Learning Objectives

Students will . . .

1. Describe the process that they use to make decisions.
2. Evaluate the effectiveness of their decision making.

Preparations

1. Review session.
2. Make copies of the handout "How Did You Decide?" for each student.
3. Make copies of the handout "Decision Making: An Overview" for each student.

Materials

1. Flipchart, markers.
2. Copies of the handout "How Did You Decide?" for each student.
3. Copies of the handout "Decision Making: An Overview" for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. As students fill in their attendance and drug-use control charts, ask them to think about why they made these recent choices.

As you check in with your students, ask them to share a recent decision they made which they're happy about. Encourage students to share small, everyday decisions such as going to class or getting a good night's sleep.

Negotiate Agenda

Take down names of students who would like time today. Include unfinished business and today's topic on the agenda: **Evaluating Decision Making.**

Provide Rationale

Tell students that today they begin a new unit called "Decision Making." To achieve goals that are important to them sometimes means evaluating whether or not they're making decisions that get them what they want. The group will work together on decision-making skills that can help everyone achieve their goals and feel good about themselves.

ACTIVITIES

Group Explores

Ask students to describe how they made a recent decision. Give students simple examples–"How did you decide what to do this weekend?" Write students' responses on the board or flipchart. Ask them to evaluate how they made the decision. Would they change anything about how they decided?

Pass Out "How Did You Decide?"

Pass out copies of the handout "How Did You Decide?" Tell students that they will now look at other decisions they've made and determine if there is any pattern to the way they make decisions.

Group Works in Partners

Allow students to work with a partner to complete the handout. Read over the directions on the handout. Give students a few minutes to complete the sheet. Circulate and give help as needed.

Group Shares

Have partners share with the rest of the group examples of their decision making—how decisions were made and how they turned out.

Direct Group Discussion

As partners share, ask questions as needed:

> *Did you find yourself making decisions in the same way all the time? Or did you make decisions differently depending on the situation?* (Open answers. Reinforce that styles of decision making are neither right or wrong. The "right" style depends on the person and situation.)
>
> *Would you change anything about the way you made some of the decisions on your list?* (Open answers.)

Have students put the handout in their notebooks under "Decision Making."

CONCLUSION

Pass Out "Decision Making: An Overview"

Pass out copies of "Decision Making: An Overview." Read over with students the definition and benefits of planned decision making. Discuss why planned decision making may be most helpful for important decisions. Have students put the handout in their notebooks under "Decision Making."

Praise Group Strengths

Praise the group for sharing experiences. Tell students that the group will become increasingly important in supporting each other's helpful decision making.

Extend

See Booster "Decision-Making Styles" for a more in-depth analysis of decision-making styles.

DECISION MAKING: AN OVERVIEW

Definition: A process of selecting from two or more possible options in order to solve a problem and/or set a goal.

PLANNED DECISION MAKING

Group Problems and Goals

- Decreasing drug use
- Improving school achievement and attendance
- Improving moods

Personal Problems and Goals

- Feeling good about myself
- Getting something I want
- Changing unhealthy habits

WHY PRACTICE PLANNED DECISION MAKING?

- Gives you FREEDOM of choice
- Gives you CONTROL over your life
- Helps you achieve SUCCESS at things that are important to you
- Increases your SELF-CONFIDENCE
- Gives you ENERGY and reduces stress

HOW DID YOU DECIDE?

1. Think about decisions you've made in the last week or month.

   Here are some examples:

   (1) "Asked__________to go to a party."

   (2) "Quit my after-school job."

   (3) "Got help for a friend in trouble."

   (4) "Skipped school on _______________."

2. Write your decisions in the left-hand column on the next page.

3. Next, describe how much thought went into each decision by writing one of the following numbers next to the decision:

   1 = Automatic, didn't think about it.

   2 = Thought about it a little.

   3 = Thought about it a lot.

   4 = Thought about it a lot and got information.

4. Finally, write "helpful" or "hurtful" in the last column, depending on how you think your decision turned out.

	Decisions	How I decided (write number)	Helpful? Hurtful?
1.			
2.			
3.			
4.			
5.			

DECISION MAKING

SKILL 1

S.T.E.P.S. TO PLANNED DECISION MAKING

OVERVIEW

Summary

This lesson presents the S.T.E.P.S. method of decision making. S.T.E.P.S. training involves interrupting impulsive behavior, evaluating options, choosing the most helpful option, and acting upon the option chosen. Students practice self-praise and support other group members in their decision making.

Key Concepts

1. Decisions based on choices, rather than on impulses, often result in greater personal freedom and control.
2. The process of planned decision making can be used to solve problems as well as to set goals.

Learning Objectives

Students will . . .

1. Define the acronym "S.T.E.P.S."
2. Explain the process of choice vs. impulse.
3. Practice generating and evaluating choices.

Preparations

1. Review session.
2. Write the words that form the acronym S.T.E.P.S. on a 6'- long piece of butcher-block paper, or make separate squares for each word, that students can stand on.
3. Prepare poster-size version of the S.T.E.P.S. handout.
4. Make copies of the "S.T.E.P.S. to Planned Decision Making" handout for each student.

Materials

1. Flipchart, markers.

2. Butcher-block paper or newsprint.
3. Copies of the "S.T.E.P.S. to Planned Decision Making" handout for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Go around the circle and ask how everyone is doing. As you check in, ask students if they would like group input today on any upcoming decision.

Negotiate Agenda

Ask who would like time today. Add unfinished business and today's topic to the agenda: **S.T.E.P.S. to Planned Decision Making**.

Provide Rationale

Recall the group's previous discussion about styles of decision making. Explain that, while impulsive decisions can turn out surprisingly well, we usually don't want to leave our important decisions to impulse or chance. Today, group members can help each other learn an effective method of planned decision making that will help them take control, solve problems, and set goals.

ACTIVITIES

Instruct

Display a poster of the S.T.E.P.S. method and explain that the group will practice this method of decision making. Roll out the piece of butcher-block paper with the S.T.E.P.S. words. Ask for a volunteer to stand on the word "STOP." Ask two other students to stand on either side of the volunteer and hold the student firmly by the upper arms.

Group Role-Plays

1. Have the class invite the student to do something that is not helpful, such as skip class, go smoke, sneak downtown at night, etc. Each time someone in the class calls out the invitation, the rest of the group yells, "Yeah, let's go!" The student makes a motion toward the class as if he/she is eager to go along with the invitation.
2. The two helper students respond by tugging backward at the student's arms and shouting out, "STOP!" The helpers move the student to "THINK."

3. The whole class now takes on a supportive role by exploring the student's options. As the class evaluates whether options are helpful or not helpful, the helper students move the target student appropriately to either the "Helpful" or "Not Helpful" positions on the paper.
4. Finally, the student announces the option he/she has chosen and moves to "PERFORM." The student considers what steps might be necessary to carry out the decision. Finally, the student moves to "SELF-PRAISE," where he/she praises him/herself and is cheered by the class.

Group Applies Skill

The class continues to practice S.T.E.P.S. using other issues and student volunteers.

CONCLUSION

Pass Out "S.T.E.P.S. to Planned Decision Making"

Pass out copies of "S.T.E.P.S. to Planned Decision Making." Ask students:

> *Can you think of a time recently when the S.T.E.P.S. method might have been useful to you?* (Open answers.)

Emphasize the benefits of planned decision making: freedom of choice, control, successful achievement of goals, self-confidence, energy booster. Tell students to put the S.T.E.P.S. handout in their notebooks under "Decision Making."

Extend

See the Decision Making Booster session, "Are You Taking S.T.E.P.S.?" for ways to make decision making a regular group activity. See also "The Refrigerator Door Company" for projects to reward effective individual and group decision making.

S.T.E.P.S. TO PLANNED DECISION MAKING

STOP	Is this a helpful decision? Does this decision help me achieve my goals?
THINK	What are my other options? Do I need more information?
EVALUATE	Which options are helpful? Which options are hurtful? What are the risks?
PERFORM	What steps do I need to take? What is my time line?
SELF-PRAISE	Have I praised myself? Have I shared my achievement with someone else?

DECISION MAKING

SKILL 2

MINI-DECISIONS/GOALS

OVERVIEW

Summary

The group focuses on the "Perform" step of planned decision making by breaking down decisions into a series of manageable mini-decisions/goals.

Key Concepts

1. Carrying out decisions often involves making mini-decisions or goals.
2. Decisions/goals are more manageable when they are realistic, specific, and measurable.

Learning Objectives

Students will . . .

1. Practice breaking down decisions/goals into mini-decisions/goals.
2. Evaluate whether or not their decisions/goals are realistic, specific, and measurable.

Preparations

1. Review session.
2. Make copies of the "*RY* Goals" and "Mini-Goals" handouts for each student.

Materials

1. Flipchart, markers.
2. Copies of the "*RY* Goals" and "Mini-Goals" handouts for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. As you check in with students, ask if they have had occasion in the last

24 hours to use the S.T.E.P.S. process that they practiced in the previous session.

Negotiate Agenda

Ask who would like time today. Include unfinished business and today's topic on the agenda: **Mini-Decisions/Goals.**

Provide Rationale

Explain that setting mini-goals is often necessary before a decision can be carried out. Ask the group to think of a decision that could not be performed instantly, e.g., get a better GPA at the end of the semester, find a good job, get along better with a parent or friend. A lot of decisions happen in stages. Today, the group will help each other develop mini-goals that are part of a larger decision or goal.

ACTIVITIES

Review Goals

Have students take out the "*RY* Goals" handout, which they filled out during the first weeks of group, from their notebooks. Ask students to discuss whether they've accomplished any of the goals they wrote.

Pass Out "RY Goals"

Pass out another "*RY* Goals" handout and ask students to write new or revised goals that could be accomplished by the end of the semester. Ask students to share one of their goals and get group feedback. Continue until everyone has shared all their goals.

Group Works in Partners

Tell students to work with another group member with whom they haven't worked previously. Explain that partners will help each other develop mini-goals for one of their larger goals and get group feedback. Continue until everyone has shared all their goals.

Develop Model

On the flipchart, write the following "Checklist for Setting Goals."

Realistic: Something you CAN accomplish.

Specific: Clearly worded, time-specific.

Measurable: Progress can be monitored and evaluated.

Tell partners to use the checklist to write manageable mini-goals.

Pass Out "Mini-Goals"

Pass out the "Mini-Goals" handout. Instruct students to choose a big goal from their "*RY* Goals" handout and write it on the handout. Then students write a series of mini-goals necessary to accomplish that big goal.

An example of a Big Goal might be: "Raise my GPA to 2.0 this semester." A Mini-Goal might be: "Get to my first-period history class."

Develop Procedure

Explain that some of their mini-goals could possibly be further broken down into a "To Do" list. If the Mini-Goal is "Get to my first-period history class," the To-Do checklist might be:

1. Get to bed by__________the night before.
2. Set my alarm for ________a.m.
3. Have ______________call me by ________a.m.
4. Have____________walk me to my first class.

Tell partners to also help each other set times by which something should be accomplished and determine ways of measuring progress on their goals.

Group Shares

Have partners share their mini-goals with the rest of the group.

CONCLUSION

Group Self-Praises

Have the group stand in a circle with their hands on the shoulders of the person in front of them. Tell students to pat the back of the person in front of them and congratulate them for taking S.T.E.P.S. today.

Extend

Encourage the use of "To Do" lists to reinforce mini-goals. The group can make up pads of "To Do" lists using notebook paper cut in half lengthwise and stapled together. Keep a supply of these pads available in the classroom.

Students can also generate mini-goals and "To Do" lists for personal goals. See "Personal Goals" handout, *Getting Started,* Day 10.

Name: ______________________
Date: ______________________

RY GOALS

School Attendance ______________________

School Achievement ______________________

Drug Use ______________________

Mood ______________________

HANDOUT 258

Name: ______________________

Date: ______________________

MINI-GOALS

Big Goal: ____

Mini-Goals: ____

____

____

____

TO DO:

	do by	✔ DONE
1. ______________________	____	____
2. ______________________	____	____
3. ______________________	____	____
4. ______________________	____	____
5. ______________________	____	____
6. ______________________	____	____
7. ______________________	____	____
8. ______________________	____	____
9. ______________________	____	____
10. ______________________	____	____

DECISION MAKING

SKILL 3

TIME MANAGEMENT

OVERVIEW

Summary

The group continues to focus on implementing their decisions. In this session, the group practices prioritizing tasks and balancing demands on their time.

Key Concepts

1. Managing time well can be the key to achieving goals.
2. Time management involves prioritizing tasks and balancing needs.

Learning Objectives

Students will . . .

1. List responsibilities and activities that occur in an average day.
2. Prioritize activities and balance needs by creating a time wheel.

Preparations

1. Review session.
2. Make copies of the handout "24-Hour Time Wheel" for each student.

Materials

1. Flipchart, markers.
2. Scrap paper, colored pencils.
3. Copies of the handout "24-Hour Time Wheel" for each student.

INTRODUCTION

Check In

Have students get their notebooks and update their monitoring charts. Ask students how the day has gone so far. Also ask whether today seems like one of those days when there's not enough time or perhaps too much time.

Negotiate Agenda

Find out who would like time today. Include unfinished business and today's topic on the agenda: **Time Management**. Point out that negotiating the group's daily agenda is an example of time management.

Provide Rationale

Tell the group that today they will continue to focus on ways to make their decisions and goals work. Remind students of the mini-goals and "To Do" lists that they developed in the previous session. Explain that, because they are often working on more than one goal, these goals compete for their time and attention. Today, they'll look at ways to balance all the things they need and want to do.

ACTIVITIES

Group Brainstorms

Pass out scrap paper and ask students to list all of the things they think they'll do tomorrow, from the time they get up to the time they go to sleep. Have students read from their lists. Discuss items that may have been left out or those things that they may be able to eliminate. Ask students:

> *Have you included things that you really like to do, as well as the things you need to do?* (Open answers.)

Pass Out "24-Hour Time Wheel"

Pass out the "24-Hour Time Wheel" handout and colored pencils. Show students how each segment of the wheel corresponds to one hour of the day. Tell students to fill in the things they need and want to do for tomorrow, keeping in mind some of the daily goals they've set. They may want to color-code segments of the day, e.g., a block of time for sleeping or fun breaks in the day.

Group Shares

Have students share their time wheel with the rest of the group. Have the group offer suggestions and support.

Group Supports

Tell students to exchange time wheels with another group member. Tell students to take note of one thing that the other person has scheduled for tomorrow, e.g., an eight-hour block for sleeping, a one-hour homework block, going for a walk. Tomorrow, students will check in with their partner to see if he/she was able to fulfill that time commitment.

Have students put their time wheels in their notebooks under "Decision Making."

CONCLUSION

Group Evaluates

Ask the group:

> *How do you think we as a group managed our time today?* (Open answers.)

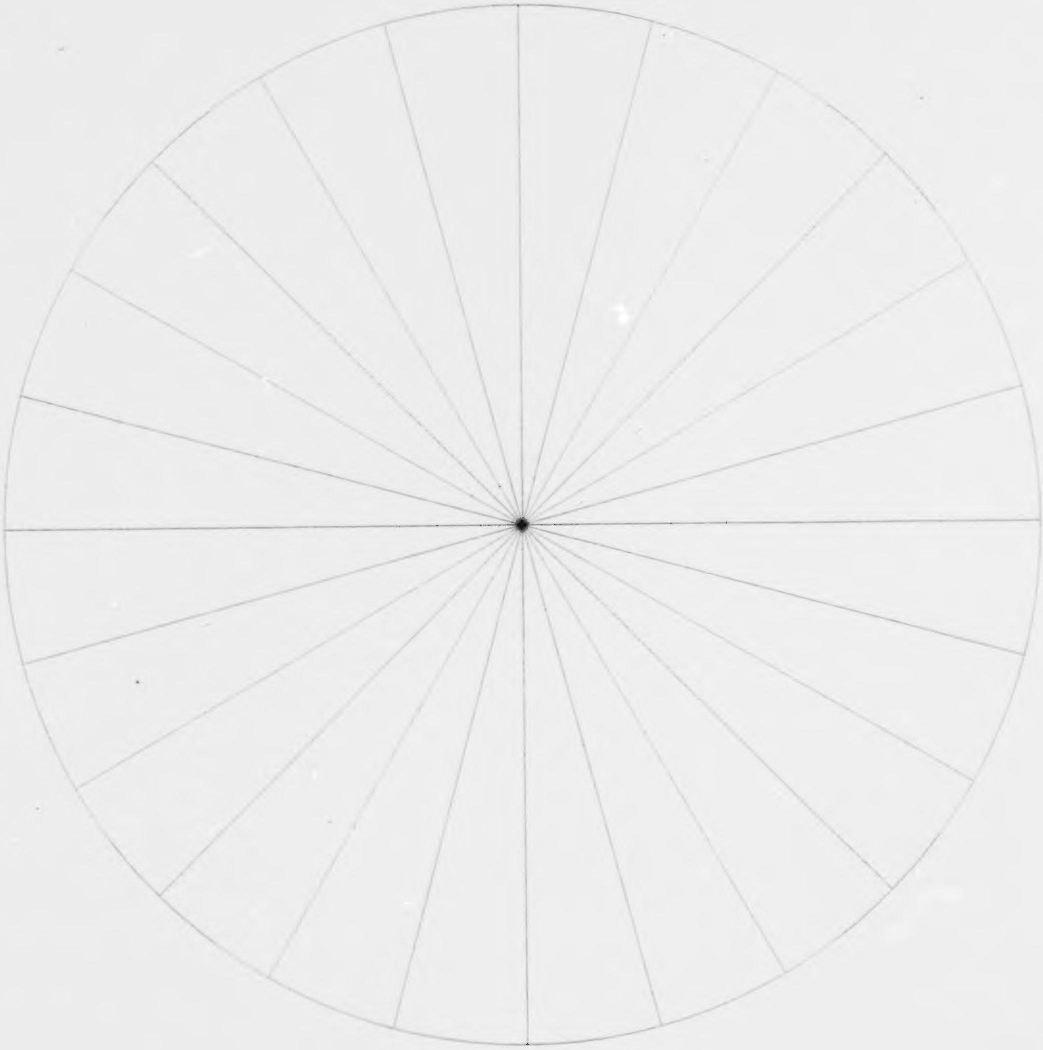
Praise Group

Praise the group's productive use of time and their ability to negotiate the agenda to attend to group and individual needs.

Preview

Explain that they'll continue to make "To Do" lists and time wheels throughout the semester. In a later session, they'll talk more in depth about balancing work with fun.

24-HOUR TIME WHEEL



DECISION MAKING

APPLICATION–ACHIEVEMENT

S.T.E.P.S. TO IMPROVED SCHOOL ACHIEVEMENT*

OVERVIEW

Summary

Students apply decision-making skills to the goal of improved school achievement. Students assess their progress, set new goals, and make specific plans to improve school achievement. Group support, self-praise, and communication with teachers are emphasized.

Key Concepts

1. School achievement can be measured not only by grades and attendance but also by attitudes and satisfaction.
2. Progress in school achievement involves making and evaluating decisions.

Learning Objectives

Students will . . .

1. Evaluate their progress in school achievement.
2. Set goals for school achievement.
3. Develop specific plans to improve school achievement.
4. Give and receive support for school achievement goals.
5. Practice communicating with teachers about grades and status.

Preparations

Session 1

1. Review session.
2. Make copies of the handout "Report Card."

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*NOTE: Plan to do the first of these sessions just prior to first-quarter reporting time.

Session 2

1. Review session.
2. Get students' first-quarter grade reports.
3. Make copies of the handouts "How Can You Improve Your Grade?" and "Progress Report on Achievement" for each student.
4. Inform students' teachers that students may be bringing around a plan for improving their grades. Encourage teachers to give positive feedback.

Materials

Session 1

1. Flipchart, markers.
2. Copies of the handout "Report Card."

Session 2

1. Flipchart, markers.
2. Copies of the handouts "How Can You Improve Your Grade?" and "Progress Report on Achievement" for each student.
3. First-quarter grade reports.

SESSION 1: GRADING YOURSELF

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Ask how everyone is doing. As you check in with students, ask if they've used any decision-making skills (S.T.E.P.S., Mini-goals, Time Management) in classes this week.

Negotiate Agenda

Find out who would like time on today's agenda. Include unfinished business and today's topic: **Grading Yourself.**

Provide Rationale

Remind the group that, when they set goals, they also set up some way to evaluate their progress on those goals. Since grade-reporting time is nearly upon them, it's a good time to evaluate school achievement by using the decision-making skills they have learned.

ACTIVITIES

Pass Out "Report Card"

Pass out the handout "Report Card" to each student. On the "Report Card," have students do the following:

- Print their names and the date.
- Write each subject and teacher's name.
- Fill in the number of absences they've had in each class. (Students can refer to their attendance-monitoring charts.)
- Write their best estimate of their grades, at this date, in each class.
- Evaluate their attitudes and behavior in each class, using the comment codes on the second page of the handout.

Group Shares

Have students share their self-evaluations. Ask students:

> *Do you see any connections between your attitudes/behaviors and the grades you've given yourself?* (Open answers.)

Emphasize Key Concept

Encourage students to notice small changes in their attitudes and behaviors that can lead to more satisfaction and better grades.

Group Supports

Ask students to share their observations of positive changes in attitudes toward school that other group members have shown.

CONCLUSION

Preview

Tell students that, when grade reports are sent out, they can compare their self-evaluations with actual grades, set new goals, and make plans for improvement. Have students put the "Report Card" in their notebooks under "School Achievement."

REPORT CARD

Student's Name____________________ Date__________________

	SUBJECT	TEACHER	ABSENCES	GRADE	COMMENT CODES
1.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________
2.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________
3.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________
4.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________
5.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________
6.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________
7.	________	________	⑩ ⑳ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	○	+ ________ − ________

REPORT CARD COMMENT CODES

1. All assignments are turned in.
2. All assignments are not turned in.

3. Student is a pleasure to have in class.
4. Student is disruptive.

5. Subject is difficult for student, but she/he makes a conscientious effort.
6. Student needs to take initiative and accept responsibility.

7. Student is progressing satisfactorily.
8. Student is doing excellent work.
9. Student's work is improving this quarter.
10. Student's work is declining this quarter.

11. Attendance is affecting grade.
12. Student is an excellent group member.
13. Test scores need improvement.
14. Other ______________________________
15. ______________________________

SESSION 2: CONTRACT FOR IMPROVEMENT

INTRODUCTION

Check In

Tell students to get their notebooks, update their monitoring charts, and take out the "Report Card" that they filled out for first-quarter grades. Go around the circle and ask how everyone is doing. Ask students how they feel about the first quarter coming to an end.

Negotiate Agenda

Ask if anyone would like time on today's agenda. Write today's topic on the flipchart: **Contract for Improvement.**

Provide Rationale

Explain that today they have an opportunity to use the S.T.E.P.S. process to stop and think about their school achievement, evaluate what's working and what's not, and make new decisions to improve their schoolwork.

ACTIVITIES

Pass Out Grade Reports

Pass out students' grade reports if they do not already have them.

Group Evaluates

Have students compare their actual grades with the grades that they gave themselves.

Group Shares

Ask students to share similarities and differences between the two reports. Discuss reasons that may account for the differences. Discuss whether they need to ask certain teachers for further clarification on their grades or behavior.

Pass Out "How Can You Improve Your Grade?"

Pass out the "How Can You Improve Your Grade?" handout. Students need one handout for each class in which they want to improve.

Working with partners, have students fill out a handout for each class. Remind students of the "To Do" lists they made in previous sessions. Encourage students to list realistic, specific things they can do to improve. Give students the option of sharing their improvement plans with their teachers. Note the place for signatures on the bottom of the handout.

Group Shares

Gather the group back together. Ask students to share some of their ideas for improvement. Write their ideas on the flipchart.

Group Problem-Solves

Ask students if they anticipate having to negotiate with any of their teachers. Have the group give ideas on how best to negotiate with individual teachers. Role-playing may be appropriate here.

CONCLUSION

Pass Out "Progress Report on Achievement"

Pass out the "Progress Report on Achievement" handout. Have students fill in their actual GPA and class grades for this reporting period. Next, have students fill in a realistic goal for the next reporting period. Have students put this handout and their "How Can You Improve Your Grade?" handouts in their notebooks under "School Achievement."

Tell students that they'll review their progress each week, use decision-making skills to solve problems, and give each other support to carry out their plans.

Praise Group

Praise the group for taking S.T.E.P.S. to improve school achievement.

HOW CAN YOU IMRPOVE YOUR GRADE?

Name: ______________________

______________________ (Course)

______________________ (Teacher)

My grade in this class as of ________ (Date) ________ (Grade)

My grade goal for this class by ________ (Date) ________ (Grade)

TO DO:

		do by	✔ DONE
1.	______________________	_____	_____
2.	______________________	_____	_____
3.	______________________	_____	_____
4.	______________________	_____	_____
5.	______________________	_____	_____

______________________ (Your Signature/Date)

______________________ (Teacher's Signature/Date)

Teacher's Comments: ______________________

____

PROGRESS REPORT ON ACHIEVEMENT

1. My G.P.A. 1st Quarter: ____________________
2. My G.P.A. goal for end of semester: ____________________
3. My credits earned goal for this semester: ____________________
4. My classes this semester: ____________________

Classes	**Reporting Times**				
	________	________	________	________	________
1. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
2. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
3. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
4. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
5. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
6. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
7. ____________________	Goal Actual	Goal Actual	Goal Actual	Goal Actual	Goal Actual
Which would give you a G.P.A. of:	________	________	________	________	________

4.0	4.0	4.0	4.0	4.0
3.8	3.8	3.8	3.8	3.8
3.6	3.6	3.6	3.6	3.6
3.4	3.4	3.4	3.4	3.4
3.2	3.2	3.2	3.2	3.2
3.0	3.0	3.0	3.0	3.0
2.8	2.8	2.8	2.8	2.8
2.6	2.6	2.6	2.6	2.6
2.4	2.4	2.4	2.4	2.4
2.2	2.2	2.2	2.2	2.2
2.0	2.0	2.0	2.0	2.0
1.8	1.8	1.8	1.8	1.8
1.6	1.6	1.6	1.6	1.6
1.4	1.4	1.4	1.4	1.4
1.2	1.2	1.2	1.2	1.2
1.0	1.0	1.0	1.0	1.0
0.8	0.8	0.8	0.8	0.8
0.6	0.6	0.6	0.6	0.6
0.4	0.4	0.4	0.4	0.4
0.2	0.2	0.2	0.2	0.2
0.0	0.0	0.0	0.0	0.0

As the grade reports become available, please enter them in these columns.

____

(Your Name)

DECISION MAKING

APPLICATION–DRUG-USE CONTROL

S.T.E.P.S. TO IMPROVED DRUG-USE/ DEPENDENCY CONTROL

OVERVIEW

Summary

Students evaluate decisions they've made about drug use or other dependencies since the start of *RY*. They use planned decision making to set new goals for improving drug-use control.

Key Concepts

1. We can improve drug-use control or dependency by evaluating drug-use decisions as either helpful or hurtful.
2. We can take S.T.E.P.S. to change hurtful drug-use or dependency decisions to helpful ones.

Learning Objectives

Students will . . .

1. Evaluate decisions they've made about drug use or dependencies since the start of *RY.*
2. Set goals for improving drug-use or dependency control.

Preparations

Review session.

Materials

1. Flipchart, markers.
2. Colored pencils.

INTRODUCTION

Check In

Have students update their monitoring charts and take out their "Drug-Use and Non-Use History" graphs and their "Monitoring Addictive Behaviors" sheet. Ask how everyone is doing. As you check in with students, ask them to name their best/worst decision of the week.

Negotiate Agenda

Write today's agenda on the flipchart. Include students who want time, unfinished business, and today's topic: **S.T.E.P.S. to Improved Drug-Use Control.**

Provide Rationale

Praise the group for its use of S.T.E.P.S. in the last few weeks. Emphasize the effectiveness of S.T.E.P.S. in improving drug-use control. Today, they'll look at the kinds of drug-use decisions they've been making since *RY* began. They'll also decide if they want to take S.T.E.P.S. to set some new drug-use control goals.

ACTIVITIES

Group Evaluates

Tell students to work in groups of three to discuss whether their drug-use has changed since the start of *RY*. Have students refer to the "Drug-Use and Non-Use History" sheet that they filled out in the first two weeks of *RY*. Using a colored pencil, students can mark where they currently are on the graph. The "Monitoring Addictive Behaviors" sheet will be helpful in determining their current level of drug use or other substance dependency.

Group Applies Skill

Tell students to identify two or three drug-use decisions they've made since the start of *RY*. Discuss with the small group whether these decisions have been helpful or hurtful.

Have groups use the S.T.E.P.S. process to re-decide hurtful decisions, changing them to helpful ones.

Group Shares

Ask small groups to share their evaluations of drug-use or dependency decisions and their ideas for changing hurtful decisions to helpful ones.

CONCLUSION

Group Sets Goals

Tape a couple of sheets of flipchart paper together and spread them on the floor. Have each student outline his/her hand and write a drug-use or dependency control goal inside the hand. Students' hands should be side by side on the sheet, forming an unbroken chain of support. Have the group decide on a slogan of support to write across the sheets. Hang the banner in the classroom. Underscore the important role group support plays in helping each other improve drug-use or dependency control.

Extend

1. See Decision Making Boosters "The Refrigerator Door Company" and "Recognition of Improvement" to affirm progress on drug-use or dependency control goals.
2. Students can practice talking to friends and family who may have drug-use or dependency problems. See the Decision Making Booster "What Can I Say?"

DECISION MAKING

APPLICATION— MOOD

S.T.E.P.S. TO IMPROVED MOOD

OVERVIEW

Summary

Students apply their decision-making skills to the goal of improved mood. First, students establish a mood baseline by using the CES-D questionnaire. The group then brainstorms ideas for improving mood and supports each other's plans of action.

Key Concepts

1. Monitoring our moods helps us understand and control our moods.
2. We can take S.T.E.P.S. to improve our mood.

Learning Objectives

Students will . . .

1. Assess their levels of depression/mood using a questionnaire.
2. Make a plan to improve their moods.
3. Support group members' plans of action.

Preparations

Session 1

1. Review session.
2. Make copies of the CES-D questionnaire and scoring sheet for each student.

Session 2

1. Review session.
2. Make copies of the "Mini-Goals" handout for each student.

Materials

Session 1

1. Flipchart, markers.

2. CES-D questionnaire and scoring sheet for each student.

Session 2

1. Flipchart, markers.
2. Copies of the "Mini-Goals" handout for each student.
3. Index cards, colored pencils.

SESSION 1: MEASURING MOODS

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Ask them to take out their "mood diaries." As you check in with students, ask how their mood is today.

Negotiate Agenda

Ask who wants time today. Include unfinished business and today's topic on the agenda: **Taking S.T.E.P.S. to Improve Mood.**

Provide Rationale

Explain that for several weeks they have been monitoring moods in their "mood diaries." By now, they may have observed some patterns and noticed what makes their moods spiral up or down. Today, they will answer a questionnaire that may give them even more information about their moods.

Explain that no mood questionnaire gives a complete picture of a person. A questionnaire simply captures some of a person's moods at a particular moment in time. Still, it can help give names to feelings they may not have been able to pinpoint. This can be a helpful starting place for making a plan to improve their moods.

ACTIVITIES

Instruct

Pass out the CES-D questionnaire. Read the instructions printed. Give students sufficient time to answer the questions (approximately five minutes).

Group Evaluates

Take students through the process of scoring their answers and interpreting their scores. (See Leader Resource "Interpreting the CES-D Score.")

Reassure

Remind students that moods can fluctuate a lot from day to day for a number of reasons. If they have a high score today, they should not be alarmed unless the depressed mood has gone on for more than two weeks without relief. In this case, tell students that you'd like to know this, and assure them that you will talk to them further about getting help for them.

Group Shares

Ask students:

> *Were you surprised by your score? If so, in what way?* (Open answers.)
>
> *Were there feelings that came out on the questionnaire that you'd like to change?* (Open answers.)

CONCLUSION

Preview

Tell students that in the next session they'll make mini-decisions or goals to change feelings that may trouble them. They'll review some of the self-esteem techniques they practiced for changing moods and explore some new ideas.

Praise Group

Praise the group for sharing their feelings. Remind students of their pledge of confidentiality within the group.

Offer Help

Ask students to write a "yes" or "no" at the top of their answer sheets, indicating whether or not they would like to discuss their results further. If their answer is yes, they should indicate whether discussion should occur with group or in private. Reassure students that you will keep their results confidential and return them promptly. (Give a date.) Collect answer sheets. Have students put their "mood diaries" back in their notebooks.

CES-D Mood Questionnaire

Student's Name ________________________ **Course/Instructor** __________________

Circle the number for each statement that best describes how often you felt this way *during the past week*.

During the Past Week	Rarely or None of the Time (less than 1 day)	Some or a Little of the Time (1–2 days)	Occasionally or a Moderate Amount of Time (3–4 days)	Most or All of the Time (5–7 days)
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I didn't feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I couldn't shake off the blues, even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt that everything I did was an effort.	0	1	2	3
7. I felt hopeful about the future.	3	2	1	0

Mood Questionnaire

During the Past Week	Rarely or None of the Time (less than 1 day)	Some or a Little of the Time (1–2 days)	Occasionally or a Moderate Amount of Time (3–4 days)	Most or All of the Time (5–7 days)
8. I thought life had been a failure.	0	1	2	3
9. I felt fearful.	0	1	2	3
10. My sleep was restless.	0	1	2	3
11. I was happy.	3	2	1	0
12. I talked less than usual.	0	1	2	3
13. I felt depressed.	0	1	2	3
14. People were unfriendly.	0	1	2	3
15. I enjoyed life.	3	2	1	0
16. I had crying spells.	0	1	2	3
17. I felt sad.	0	1	2	3
18. I felt that people disliked me.	0	1	2	3
19. I could not "get going."	0	1	2	3

Scoring

Add up all of the numbers you have circled. If you have circled more than one number for a statement, add only the largest number to your score.

You may notice that the numbers for your responses on four of the statements (#4, #7, #11, and #15) are listed in reverse order. This has been done on purpose, and your score will be correct if you simply add up all the numbers you have circled.

Total Score: ______

INTERPRETING THE CES-D SCORE

RY Leader

The CES-D should take about five minutes for students to answer. If you are planning to collect the students' CES-D questionnaires, student anxiety may be reduced if you remind them that this part of the class is confidential, and that no one else will see their depression level.

Students can self-score the questionnaire by adding up the numbers they've circled. The total is their score. Notice that some of the questions (numbers 4, 7, 11, and 15) are scored in reverse. Students should add the numbers as they are printed on the questionaire.

QUESTIONNAIRE SCORES:

Depression Questionnaire

1. **Average teen score is about 17**
2. **Low scores are from 9 to 23**
3. **Medium scores are from 24 to 32**
4. **High scores are from 33 to 60**

SESSION 2: CHANGING MOODS

INTRODUCTION

Check In

Have students update their monitoring charts, paying particular attention to their mood today as they record it in the "Mood Diary." As you check in with students, ask if they've experienced any mood swings since the last group session.

Negotiate Agenda

Ask who would like time today. Include unfinished business and today's topic: **Changing Moods.**

Provide Rationale

Explain that in the previous session they evaluated their moods and talked about those they'd like to change. Now they are ready to act on their evaluation—the "Perform" stage of S.T.E.P.S. to decision making. Today, they'll act on their evaluation of their moods by making specific plans to change hurtful or unpleasant ones.

ACTIVITIES

Group Shares

Ask students once again to share some of the feelings they said they'd like to change. Write down students' responses on the flipchart. Ask the group to notice any patterns or similarities in the feelings group members share.

Pass Out "Mini-Goals"

Pass out the "Mini-Goals" handout to each student. Remind students that they've used this sheet previously to break down decisions and goals into smaller, more manageable pieces. They can use this same planning skill to change moods.

Group Works in Partners

Ask students to work with a partner and first break down a broad goal such as "Not be so depressed" into healthy mini-goals, e.g., "Feel better about how I look." After they have listed mini goals, develop specific "To Do" lists on the same sheet. Examples might be "Save money for (jacket, dress, shirt) that I really look good in," or "Write an affirmation about how I look and tape it to my mirror."

Group Shares

Have partners share their plans for changing moods with the rest of the group. Encourage the group's supportive comments and suggestions. Weave into the discussion self-esteem skills that help improve mood, e.g., affirmations, relaxation, visualization, interrupting automatic thoughts.

CONCLUSION

Group Processes

Ask students:

> *Has the group's communication in this session had any effect on your mood?* (Open answers.)

Group Supports

Pass out index cards and colored pencils to students. Tell students to write a word or phrase and/or draw a symbol that might help their partners stay positive and focused on improving their moods, e.g., a sun with the phrase "Stay on the bright side." Have partners exchange index cards. Tell students to keep the mood message in their pocket.

Extend

Have students make a new "24-Hour Time Wheel." (See Decision Making, Skill 3.) In their time wheel, have students include several activities that they enjoy and that improve their mood. Students can also put in brief breaks from routine or hard work.

Name: ____________________

Date: ____________________

MINI-GOALS

Big Goal: ____

Mini-Goals: ____

____

____

____

TO DO:

		do by	✔ DONE
1.	____________________	_____	_____
2.	____________________	_____	_____
3.	____________________	_____	_____
4.	____________________	_____	_____
5.	____________________	_____	_____
6.	____________________	_____	_____
7.	____________________	_____	_____
8.	____________________	_____	_____
9.	____________________	_____	_____
10.	____________________	_____	_____

DECISION MAKING BOOSTERS

BOOSTERS

THE REFRIGERATOR DOOR COMPANY

Have students create certificates of achievement for themselves and other group members. Gather miscellaneous art supplies, such as paper, colored markers, stickers, and stars. See sample awards that other *RY* students have created in this Booster section. Tell students to display their certificates at home in a place where they and other family members can see them, e.g., the refrigerator door, a mirror, a bulletin board.

DECISION-MAKING STYLES

Follow the focus lesson "Evaluating Decision Making" with a more in-depth analysis of decision-making styles, using the handout "Decision-Making Styles." Discuss situations in which particular styles are advantageous and those in which they are not. In a more light-hearted vein, have students distinguish between styles by connecting popular movie characters with a certain style of decision making.

ARE YOU TAKING S.T.E.P.S.?

Reinforce planned decision making by periodically having students evaluate decisions they've made using the S.T.E.P.S. model. Use the S.T.E.P.S. poster you created for Decision Making, Skill 1, and evaluate decisions orally. Or use the handout "Are You Taking S.T.E.P.S.?" and follow with discussion.

RECOGNITION OF IMPROVEMENT

Use the "Recognition of Improvement" handout to help students monitor progress on personal and *RY* goals. Have students create certificates to recognize achievement of goals. See Booster "The Refrigerator Door Company."

WHAT CAN I SAY?

Discuss and role-play situations in which students help others evaluate drug-use decisions. Useful resource materials: "How to Talk to a Woman/Man Who Has Problems with Alcohol or Other Drugs," Hazelden Educational Materials, P.O. Box 11, Center City, MN 55012-0011 (1-800-328-9000).

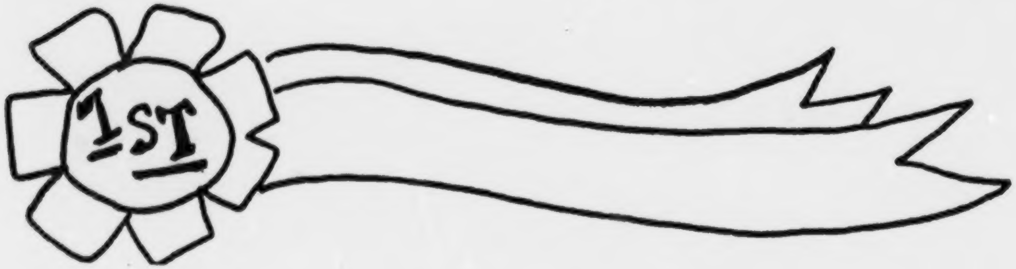
AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

STOP
THINK
EVALUATE
PERFORM
SELF-PRAISE

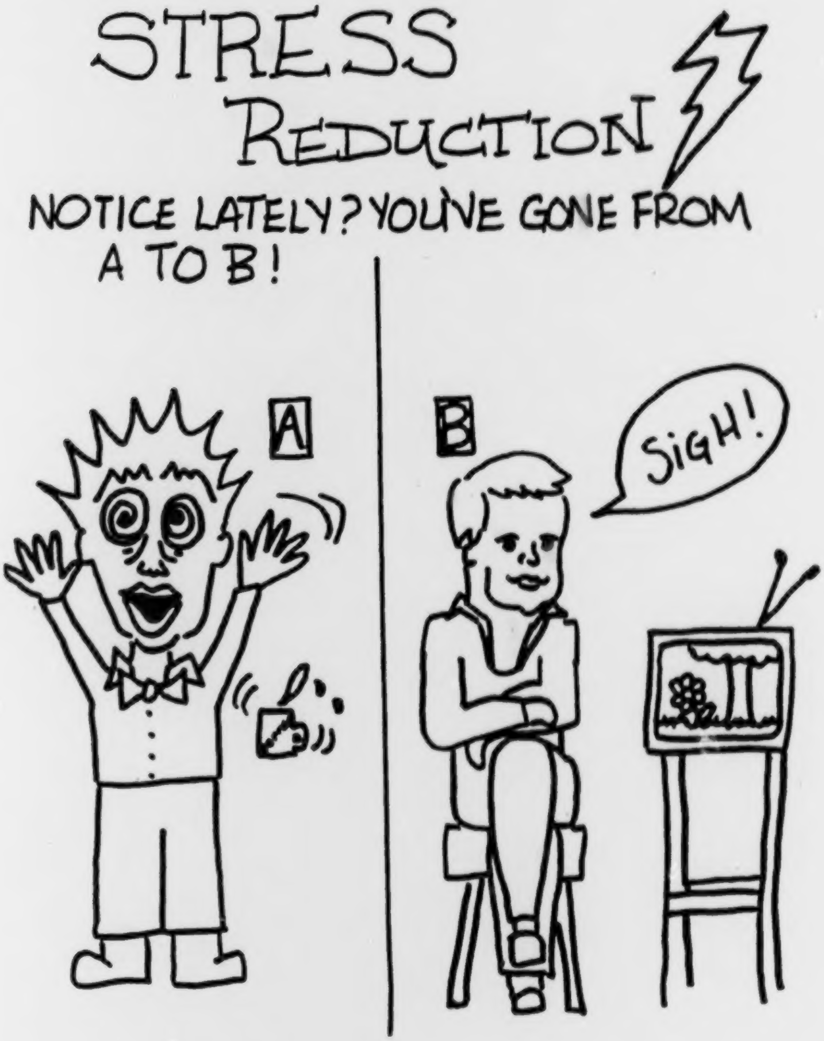
WOW!

You made a healthy choice! Line them up!

GOOD DECISION!



AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

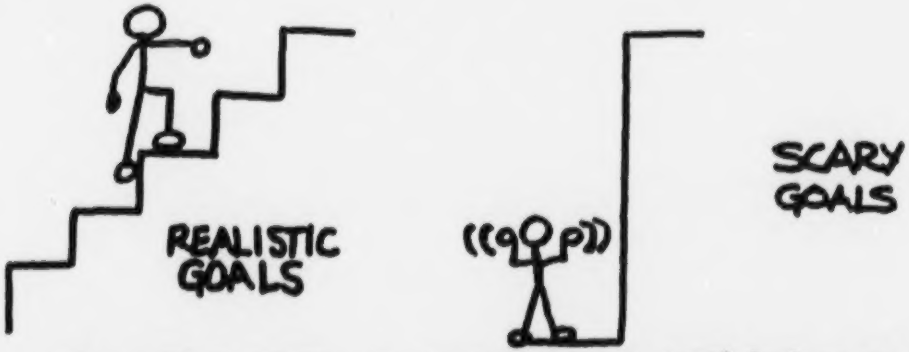

STRESS REDUCTION
NOTICE LATELY? YOU'VE GONE FROM A TO B!
A
B
SIGH!

AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

YOU HAVE SHOWN

your ability to set

REALISTIC GOALS!


REALISTIC GOALS
SCARY GOALS

CONGRATULATIONS!

AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

CONGRATULATIONS

You showed what you had to offer in the area of work/career:

- RESOURCES
- EDUCATION
- TRAINING
- GOALS

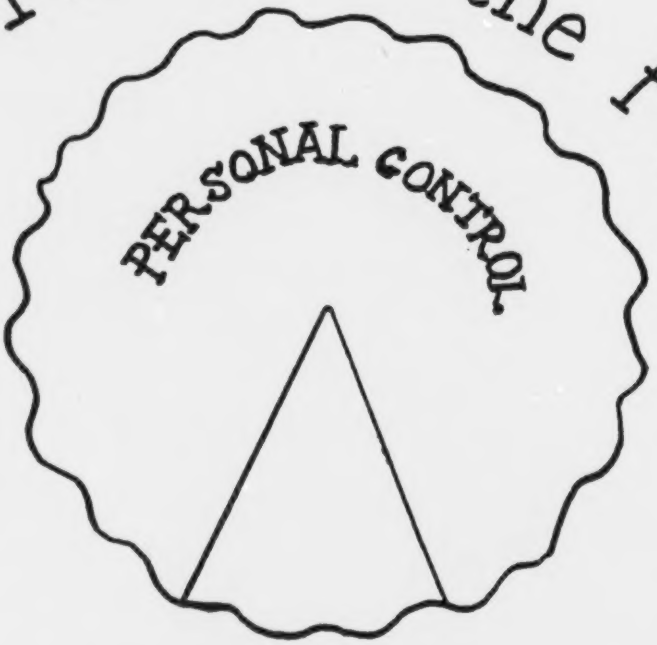
You searched, peddled, and filled out your forms!

GOOD LUCK ON YOUR JOB!

AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

CONGRATULATIONS ARE IN ORDER...
YOU HAVE BEEN RESPONSIBLE FOR YOUR

PIECE of the PIE!



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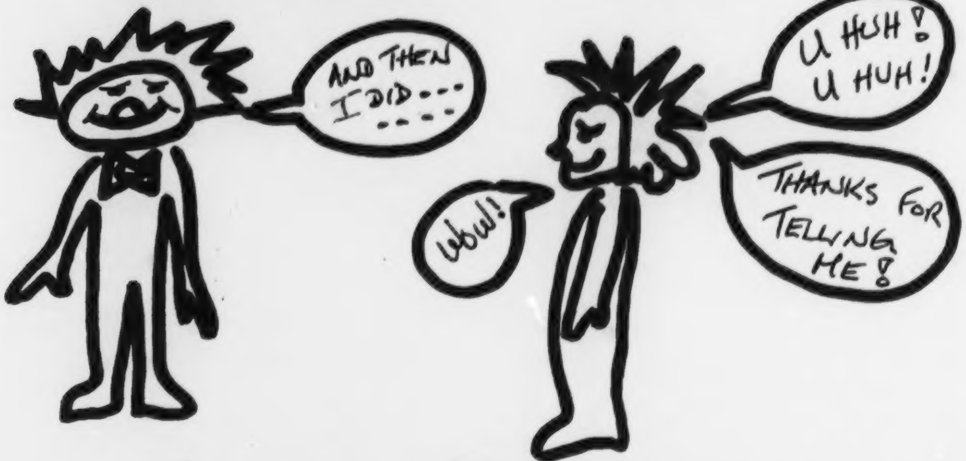
AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

TERRIFIC TALK...


AND THEN I DID --- ---- ----
U HUH! U HUH!
WOW!
THANKS FOR TELLING ME!

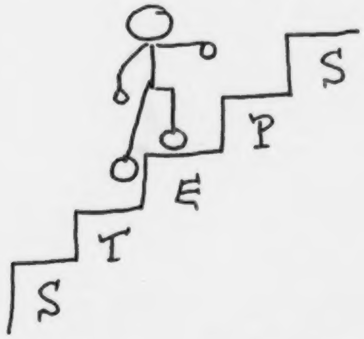
GREAT COMMUNICATION!
A WONDERFUL SPEAKER AND
AN UNDERSTANDING LISTENER
HOORAY FOR YOU!

AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

YOU HAVE SHOWN

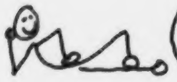
your ability to take

the ↓



... LEADING TO IMPROVED SCHOOL PERFORMANCE!

- STUDY SKILLS
- HOMEWORK
- GETTING SUPPORT



CONGRATULATIONS!

Way to Go....

AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

HOLY GADZOOKS!

You have great

ATTENDANCE

RECENTLY!

WOW! GOOD JOB!

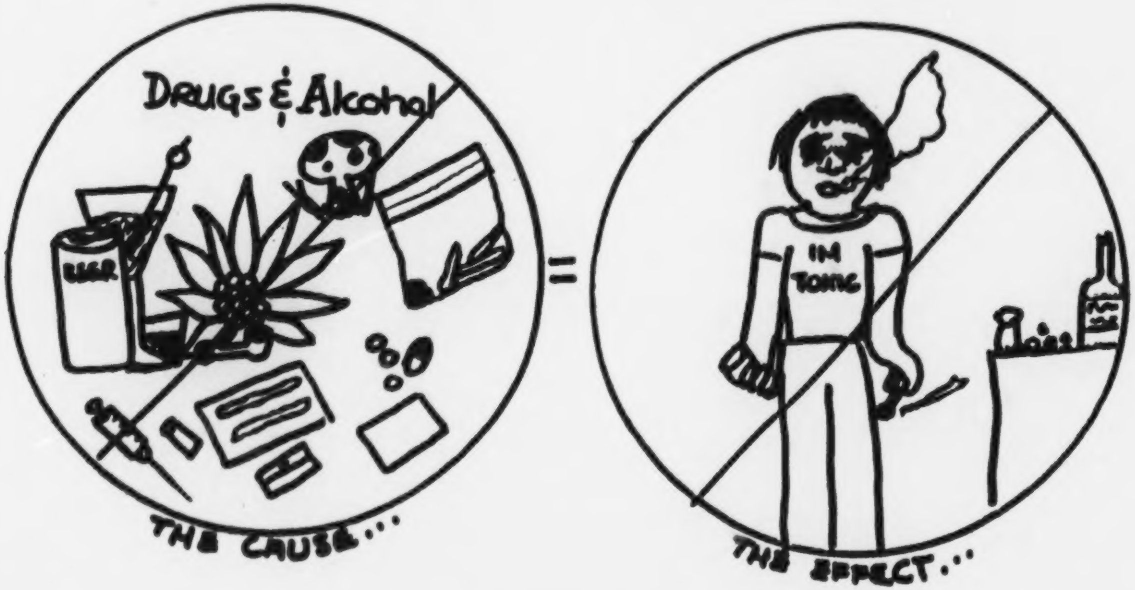
SUN	MON	TUES	WED	THUR	FRI	SAT
	★	★	★	★	★	
	★	★	★	★	★	
	★	★	★	★	★	
	★	★	★	★	★	
	★	★	★	★	★	

AWARDING ACHIEVEMENTS:
THE REFRIGERATOR DOOR COMPANY

CONGRATULATIONS!

YOU'VE QUIT USING, YOU'RE GETTING AHEAD!!!

drug & alcohol use is not a pretty picture!


DRUGS & Alcohol
BEER
=
IM TOXIC
THE CAUSE...
THE EFFECT...

DECISION-MAKING STYLES

Decision-Making Strategies

A strategy is a plan of action; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision maker.

Since all important decisions probably involve some risk or some uncertainty, how will the decision maker finally choose in the face of these unknowns? The four most common risk-taking strategies are as follows:

Wish Strategy	Choice of the alternative that could lead to the most desirable result, regardless of risk.
Escape Strategy	Choice of the alternative that is most likely to avoid the worst possible result.
Safe Strategy	Choice of the alternative that is most likely to bring success: has highest probablity.
Combination Strategy	Choice of the alternative that has both high probablity and desirability (multiply probability times desirability).

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OTHER TYPES OF DECISION-MAKING STRATEGIES

A strategy is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. One study of high school students found the following types of personal decision-making strategies most commonly used.

IMPULSIVE

Little thought or examination, taking the first alternative, "don't look before you leap."

FATALISTIC

Letting the environment decide, leaving it up to fate, "it's all in the cards."

COMPLIANT

Let someone else decide, following someone else's plans, "anything you say, Sir."

DELAYING

Taking a moratorium, postponing thought and action, "cross that bridge later."

AGONIZING

Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

PLANNING

Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."

INTUITIVE

A mystical, preconscious choice based on "inner harmony," "it feels right."

PARALYSIS

The decider accepts responsibility but is unable to approach it, "can't face up to it."

ARE YOU TAKING S.T.E.P.S.?

Directions: *Use this evaluation sheet to think about how you make decisions and whether or not you want or need to change your style of decision making.*

WHAT WAS YOUR DECISION?

____

____

✓ **Check off any S.T.E.P.S you took to make your decision.**

_____ Before acting, I **STOPPED** and considered possible consequences of my decision.

_____ I **THOUGHT** about other options I might have.

_____ I **EVALUATED** which options might be helpful and which might be hurtful.

_____ I **PERFORMED** or took action on my decision.

_____ I **SELF-PRAISED** for making a helpful decision.

Did your decision get you what you wanted? ☐ **YES** ☐ **NO**

What, if anything, would you change about how you made this decision?

____

____

Name ____________________

RECOGNITION OF IMPROVEMENT

GOAL AREA	**WHERE I WAS** ________ **(Date)**	**WHERE I AM NOW** ________ **(Date)**
School Attendance		
School Achievement		
Likelihood of Dropping Out		
Drug Use		
Smoking		
Anger/Depression		
Relationships with Teachers		
Relationships with Friends		
Relationships at Home		

✓ SAMPLE SCHOOL SMARTS CHECKLIST

______ DO YOU GO TO CLASS?

______ DO YOU DO HOMEWORK OUTSIDE OF CLASS?

______ DO YOU ASK FOR HELP?

______ DO YOU NEGOTIATE WITH TEACHERS?

______ DO YOU SET GOALS YOU *CAN* ACHIEVE?

______ DO YOU ASK HOW YOU ARE DOING AND KEEP TRACK OF YOUR PROGRESS?

______ DO YOU CONFRONT YOUR FEARS . . .
OF TESTS . . . OF TEACHERS?

______ DO YOU DEAL WITH DISAPPOINTMENTS AND START OVER?

______ DO YOU PRAISE YOURSELF FOR WORKING HARD AND ACHIEVING GOALS?

______ DO YOU TAKE CARE OF YOURSELF?

PERSONAL CONTROL

PERSONAL CONTROL CONTENTS

Background

Focus: Stress Awareness

- Session 1: Stress Triggers
- Session 2: Stressful Reactions

Skill 1: Using S.T.E.P.S. to Control Stress

Skill 2: Getting Support to Control Stress

Skill 3: Working Out Stress through Exercise & Fun Activities

Application–Achievement: Getting Support to Improve Achievement

Application–Drug-Use Control: Controlling Addictive Behaviors

Application–Mood: Controlling Anger

- Session 1: Knowing Your Anger Triggers and Reactions
- Session 2: Changing Anger Reactions

Boosters

- Reinforcing Personal Control
- Monitoring Anger
- R_x for Stress
- Your Stress Barometer
- *RY* Relaxation Tape
- Biodots
- Support in Recovery
- Your Piece of the Pie
- Stress-Reduction Tips

CONTROL

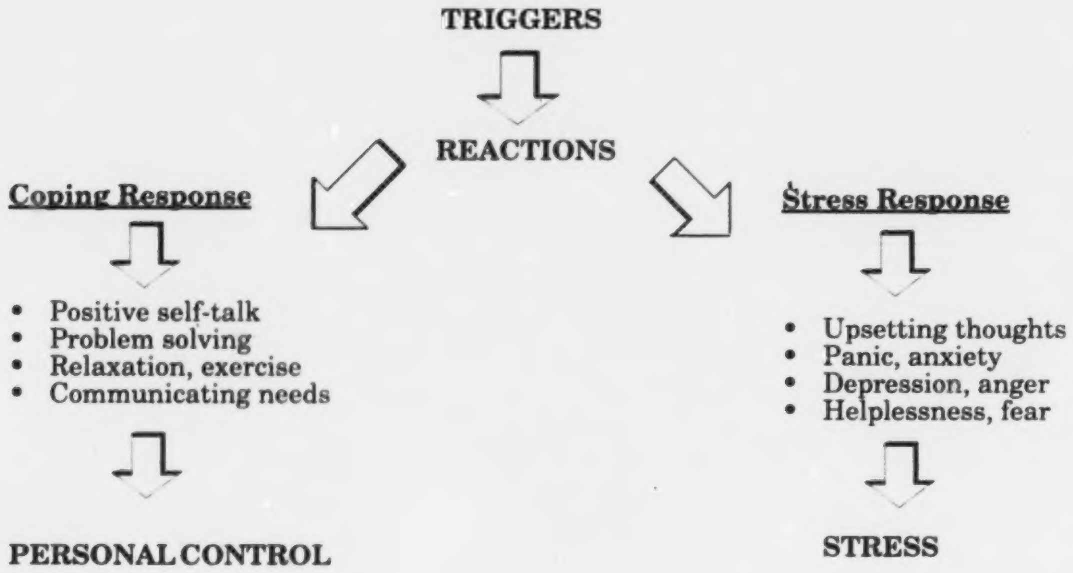
PERSONAL

BACKGROUND

PERSONAL CONTROL

Definition: Personal control means coping successfully with stress.

PATHWAYS TO PERSONAL CONTROL VS. STRESS



TRIGGERS

REACTIONS

Coping Response

- Positive self-talk
- Problem solving
- Relaxation, exercise
- Communicating needs

PERSONAL CONTROL

Stress Response

- Upsetting thoughts
- Panic, anxiety
- Depression, anger
- Helplessness, fear

STRESS

COMPONENTS OF PERSONAL-CONTROL SKILLS TRAINING

Needs Assessment

High-risk students experience greater stress and pressures, depression, suicidal ideation, and difficulty in controlling anger than typical students. Inability to cope with stress and problems often results in drug use, poor school achievement, school drop-out, and depression. *RY* students have vividly described their lack of control:

> *I guess you could say that I've used way too much drugs for way too long. I don't think I've got any memory left at all. That's real frustrating for school. I can't focus. I can't do stuff. I don't know, maybe I fried my brain.*
>
> *I think I've dedicated my life to turning off feelings, closing doors to emotions, drowning pain in drugs. I don't even know where to start when you ask me what I want for the future. I think I would like to learn to trust people, to be myself—but I don't even know where to begin. I'm so full of hurt, fear, anger, pain—no wonder I can't think about the future.*

Research findings on dysfunctional behavior support the need for personal-control skills training to reduce the number of stressors and/or help students cope with stressors that cannot be changed. Personal-control skills training is enhanced by developing decision-making skills and changing self-identity from helpless loser to in-control winner.

Key Concepts

Stress: What is it? What role does it play in my life? How can I better cope with stress? The key concepts in the *Personal Control Unit* attempt to give students relevant answers to these questions. Communication of the key concepts is critical to building awareness of stress-related problems and motivating students to work on acquiring personal-control skills.

SESSIONS	**KEY CONCEPTS**
Focus	• Stress is our inner reaction to outside events and personal experiences. • We can learn to be aware of stress and practice strategies to control it.
Skill 1	• Delaying an automatic, emotional response helps control stressful emotions.

- Evaluating and changing unhelpful thoughts can often result in greater personal control.

Skill 2

- "Support" means knowing someone cares about us and is there to help us.
- Support can help relieve stress and increase personal control.

Skill 3

- Exercise and fun activities can decrease stress and improve mood.
- Fun activities that are also safe are more likely to have positive effects on our lives.

Application–Achievement

- Improving achievement results in a greater feeling of personal control.
- Getting support for improving achievement lowers stress and increases personal control.

Application–Drug-Use Control

- Getting control of addictive behaviors improves our physical and emotional well-being.
- Personal-control skills can help us succeed in controlling addictive behaviors.

Application–Mood

- Uncontrolled anger reactions usually result in hurtful effects.
- We can learn to control our anger reactions by practicing personal-control skills.

Objectives

The practice of personal-control skills and their application to students' goals and problems are the chief objectives of the *Personal Control Unit*. More specific purposes of the unit are as follows:

Student Objectives — Students will . . .

1. Demonstrate awareness of personal stressors and stress responses.
2. Practice relaxation and exercise techniques to cope with stress.
3. Practice positive self-talk and problem solving to deal with stress.
4. Communicate feelings and needs regarding stressful situations.

Teacher Objectives

Teachers will . . .

1. Discuss the stress response, giving each student the opportunity to analyze his/her own stress triggers and responses.
2. Model coping strategies (positive self-talk, relaxation, problem solving) for dealing with stress.
3. Use group issues and the group's social support network to practice coping strategies.
4. Make stress monitoring and personal control issues weekly items on the group's agenda.

Strategies

Personal-control skills training takes a problem-solving approach to controlling stress: unhealthy responses to stress are learned and therefore can be unlearned. Self-assessment plays a large role in the problem-solving process as students raise their awareness about the sources of stress and their habitual responses to stress. Other group strategies, such as decision making, coping, and supporting, come into play as students practice skills—visualization, relaxation, self-talk, building support networks—that help them find solutions to stress-related problems.

RY GROUP PROCESSES	**PERSONAL-CONTROL SKILLS**
Problem Solving	• Identifying sources of stress (Focus, Application–Mood) • Analyzing the sequence of emotional responses (Focus, Application–Mood) • Evaluating support systems (Skill 2, Application–Achievement, Application–Drug-Use Control) • Linking achievement to behaviors and attitudes (Application–Achievement) • Identifying symptoms of drug relapse (Application–Drug-Use Control)
Decision Making	• Setting goals to control stressful feelings and situations (Focus) • Developing a plan for building a support system to control stress and increase achievement and drug-use

control (Skill 2, Application–Achievement, Application–Drug-Use Control)

- Setting goals to control stress and improve mood by increasing fun activities (Skill 3)

Coping

- Practicing relaxation and self-talk to cope with stress (Skill 1)
- Working out stress through fun activities (Skill 3)
- Seeking support to increase achievement (Application–Achievement)
- Practicing personal-control skills to avoid relapse (Application–Drug-Use Control)
- Practicing personal-control skills to monitor and control anger (Application–Mood)

Supporting

- Affirming group support (Focus)
- Expanding the personal-support network (Skill 2)
- Seeking support to increase achievement (Application–Achievement)
- Giving and receiving support for relapse prevention (Application–Drug-Use Control)

Group Support System

A key concept running through the *Personal Control Unit* is the importance of *RY* as a support network for controlling stress. *RY* also serves as a model for students to enhance their own support networks. Group discussions in the sessions frequently focus on how the group deals with stress, solves problems, and provides support. For example, discussion might focus on the group's reaction to a member's expression of anger during group. The positive effects of group support in dealing with stress are obvious from students' comments about *RY*:

> *It was a good outlet for a lot of my emotions and feelings and I let out a lot of repressed anger during crisis.*
>
> *It was helpful to be able to come to class and express my feelings when I was stressed out.*
>
> *I really have enjoyed being a part of it. I know now, in the future when I get mad I can look back and actually see why I'm stressing out.*

IMPLEMENTING THE PERSONAL CONTROL UNIT

Preparations

The sessions require a certain degree of willingness and ability to honestly evaluate feelings and behaviors, which students may not possess until the **middle** stage of *RY*. The visualization and relaxation exercises in the *Self-Esteem Unit* are particularly good preparation for the *Personal Control Unit*. Students will also be better prepared to analyze their responses to stress if they've been exposed to the distinctions between impulsive and planned decision making in the *Decision Making Unit*. But because stress and crises can occur at any point in *RY*, consider teaching mini-versions of some of the coping techniques in Personal Control as the need arises.

The following lists connect Personal Control sessions with valuable preparatory sessions from other units:

PREPARATORY SESSIONS ➡	**PERSONAL CONTROL SESSIONS**
Self-Esteem: Application–Mood; Decision Making: Application–Mood	Focus: "Stress Awareness"
Self-Esteem: Skills 1–3; Decision Making: Focus, Skill 1	Skill 1: "Using S.T.E.P.S. to Control Stress"
Getting Started: Days 1–2; Self-Esteem: Focus	Skill 2: "Getting Support to Control Stress"
Getting Started: Day 10; Decision Making: Skill 3	Skill 3: "Working Out Stress through Exercise & Fun Activities"
Getting Started: Day 5; Self-Esteem: Application–Achievement; Decision Making: Application–Achievement	Application–Achievement: "Getting Support to Improve Achievement"
Getting Started: Days 7–8; Self-Esteem: Application–Drug-Use Control; Decision Making: Application–Drug-Use Control	Application–Drug-Use Control: "Controlling Addictive Behaviors"
Getting Started: Day 6; Self-Esteem: Application–Mood; Decision Making: Application–Mood	Application–Mood: "Controlling Anger"

Real-Life Application of Skills

Taking ownership of problems is essential to personal growth. Students are more likely to take that step of ownership if they are also given encouragement and skills for coping with the problems. The coping skills that they practice in the *Personal Control Unit* have one overriding purpose: **to help students function more productively in their lives.** Thus, students' range of personal problems and experiences must be laid on the table for the group to explore. There is no need to invent problems or stressful situations for skills practice; the materials for personal-control skills training are students' own lives, their issues, and their concerns.

A pragmatic approach to personal control, which assumes that everyone experiences stress and must find ways to cope, conveys hope to students who may have never felt in control of their lives.

PERSONAL CONTROL

FOCUS

STRESS AWARENESS

OVERVIEW

Summary

The focus sessions on Personal Control heighten students' awareness of stress in their lives. Students are introduced to the idea that they can control stress and its effects on their lives.

Key Concepts

1. Stress is our inner reaction to outside events and inner feelings.
2. We can learn to be aware of our stress and practice strategies to control it.

Learning Objectives

Students will . . .

1. Identify sources of stress in their lives.
2. Describe their physical and emotional reactions to stress.
3. Target stress reactions that they'd like to change.

Preparations

Session 1

1. Review session.
2. Make copies of the handout "Stress Triggers" for each student.
3. Make copies of the handout "Stressful Events Scale for Adolescents" for each student (optional).

Session 2

1. Review session.
2. Make copies of the handout "Stress Reactions" for each student.
3. Make copies of "Personal Control: An Overview" for each student.

Materials

Session 1

1. Flipchart, markers.
2. Copies of handout "Stress Triggers" for each student.
3. Copies of handout "Stressful Events Scale for Adolescents" for each student (optional).
4. Post-it® notes.

Session 2

1. Flipchart, markers.
2. Copies of handout "Stress Reactions" for each student.
3. Copies of handout "Personal Control: An Overview" for each student.

SESSION 1: STRESS TRIGGERS

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Have them pay particular attention to how they rate their moods today. As you check in with students, ask them if they've felt stressed-out anytime this week.

Negotiate Agenda

Ask if anyone would like time today. Include unfinished business and today's topic on the agenda: **Stress Awareness.**

Provide Rationale

Tell students that group is a really good place to release stress and get ideas from one another on how to deal with stress. Emphasize the key concept that they can learn to control stress. Today, they'll look at what triggers stress in their own lives.

ACTIVITIES

Pass Out "Stress Triggers"

Pass out the "Stress Triggers" handout and some Post-it® notes to each student. Explain that this sheet gives examples of what can trigger stress and also gives them space to name the stress triggers in their own lives.

On the back of the handout, students can sketch a picture of themselves feeling stressed-out. Tell students to write feelings that accompany stress (e.g., anger, depression, fear) on the Post-it® notes and stick them on the sketch they drew.

Group Shares

Have students share some of their examples of stress triggers and feelings as you write them on the flipchart.

Group Evaluates

Tell students to circle or star their biggest stress triggers and the feelings they'd most like to change. Ask students:

> *Which stress triggers or feelings would you most like to change or deal with better?* (Open answers.)

Tell students to put the handouts in their notebooks under "Personal Control."

CONCLUSION

Praise Group

Thank the group for sharing feelings. Explain that talking, listening, and supporting in group will be powerful ways of coping with and controlling stress.

Extend

See Personal Control boosters "Biodots" and "Your Stress Barometer" for quick methods of reading daily stress levels.

Pass out the "Stressful Events Scale for Adolescents." Explain that this test rates life changes in terms of how stressful they might be. It's another way for them to get more in touch with the stress they're dealing with in their lives. Have students rate their stress levels according to the directions on the test.

STRESS TRIGGERS

STRESS

CONFLICTS WITH PEOPLE

- Friends
- Family
- Teachers
- Bosses, co-workers

INNER CONFLICTS

- How I look, act
- What I'm accomplishing
- My future

CHANGES

- Loss of relative, friend
- Moving
- New job
- New school

SITUATIONS

- Money worries
- Family, friend in trouble
- Learning, skill problems

What triggers stress you in your life?

STRESSFUL EVENTS SCALE FOR ADOLESCENTS

This list of problems or stressful events contains a range of things that people your age experience. As you look at each one, please check (in column I) if you have EVER experienced it. To understand how much each of the problems or stressful events you checked has been bothering you—during the last two weeks, including today—select a number from the scale at the bottom of the page and write it in Column II.

	I. EVER EXPERIENCED?	II. EFFECT LAST 2 WEEKS?
1. Felt depressed		
2. Felt you didn't matter		
3. Had daily hassles pile up		
4. Conflict with brother/sister		
5. Conflict with girlfriend/boyfriend		
6. Breakup with girlfriend/boyfriend		
7. Family member sick		
8. Conflict among family members		
9. Problems in school		
10. Conflict with friends		
11. Felt like you had no friends		
12. Your job interferes with getting schoolwork done		
13. Problems at work		
14. Felt you had too many responsibilities in your life		
15. Bothered by not having the money to buy or do the things you want		
16. Fear of pregnancy/getting someone pregnant		
17. Keeping or having a relationship with a girlfriend boyfriend		
18. Significant weight gain or loss (>10% of body weight) (Without dieting)		

0	1	2	3	4	5	6
Not at all		A little		Moderately		Very Much

		I. EVER EXPERIENCED?	II. EFFECT LAST 2 WEEKS?
19.	Close friend is very depressed	________	________
20.	Family member is very depressed	________	________
21.	Parent quit or lost job	________	________
22.	Death of a friend or family member	________	________
23.	Parental violence toward family member	________	________
24.	Pregnancy/abortion or getting someone pregnant	________	________
25.	Sexual abuse or rape	________	________
26.	Dropping out of school	________	________
27.	Sexually transmitted disease	________	________
28.	Thoughts of being gay or lesbian	________	________
29.	Drug and/or alcohol abuse	________	________
30.	Major health problem or chronic illness	________	________
	Type: ______________________________		

Is there anything not included on this list that you would add? If yes, what has happened? (State the problem.)

31.	Type: ______________________________	________	________

Of all the items you checked, which three are affecting you the most?

	Item No.	Event
32.	________	____
33.	________	____
34.	________	____

0	1	2	3	4	5	6
Not at all		A little		Moderately		Very Much

TOTAL SCORES

Count all checks in Column I—"Ever experienced" and record below.

1. Total Number of Stressors Experienced: ________

   Compute Stress Level by adding all numbers greater than 0 in Column II and dividing by total number of Stressors in Column I.

2. Level of Stress: ________ ÷ ________ = ________

   Sum of Column II   Sum of Column I

3. Interpreting Score:

   After you have completed your stress level, find the number on the stress scale below to get a sense of how you are being affected by stress.

0	1	2	3	4	5	6
Not at all		A little		Moderately		Very Much

Taken from the Measure of Adolescent Suicide Potential. Developed by Leona L. Eggert, Ph.D., R.N., Elaine A. Thompson, Ph.D., R.N., Jerald R. Herting, Ph.D., and Christine Seyl, M.N., R.N.

SESSION 2: STRESS REACTIONS

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. If students have created a stress barometer, have them mark where they are on the barometer today. (See Booster "Stress Barometer.")

Ask how everyone is doing. As you check in with students, ask if they've been more aware in the last 24 hours of when they're feeling stressed.

Negotiate Agenda

Discuss today's agenda, listing names of students who would like time. Include unfinished business and today's topic: **Stress Reactions.**

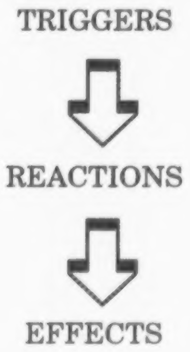
Provide Rationale

Explain that recognizing the signals of stress is the very first step to better controlling it. Today, the group will talk about listening to the body and the mind for clues to stress.

ACTIVITIES

Instruct

Draw the following stress sequence on the flipchart:



Explain the sequence by telling students that the **triggers** are the sources of stress that they've discussed in the previous session. **Reactions** to stress can include physical sensations, feelings, thoughts, and behaviors. **Effects** refers to how their reactions to stress affect their lives. Are they depressed more, feeling dissatisfied, less productive in their lives?

Tell students that they'll now take a closer look at how this sequence plays out in their own lives. Have them take out the pictures they drew of themselves on the "Stress Triggers" handout from the previous session.

Pass Out "Stress Reactions"

Pass out the "Stress Reactions" handout. Read the instructions on the handout and give students a few moments to make their responses on the sheet. Meanwhile, draw a large outline of a body on the flipchart.

Group Shares

Ask students to share the physical signs of stress they sometimes experience. Also, ask students to share some of the feelings that they posted on the pictures that they drew of themselves in the previous session. Write students' responses on the body outline that you've drawn.

Ask students:

> *How severe are these symptoms? How much do they interfere with your life?* (Open answers.)

Ask the group to discuss how they act out their stress, by sharing some of the reactions that they checked at the bottom of the handout. Again, discuss the effects of these reactions on their lives.

CONCLUSION

Group Processes

Ask students:

> *Did you discover anything new today about how you react to stress or how it affects your life?* (Open answers.)
>
> *How do you think the group can help each other become more aware of stress?* (Open answers. Possible answers: Pay attention to signals that a group member is feeling stressed. Encourage group member to talk about what's bothering him/her. Monitor stress levels frequently.)

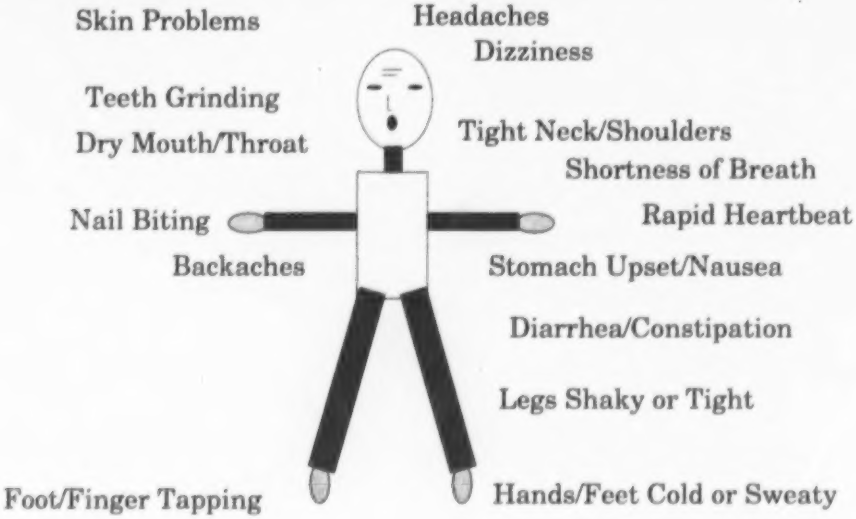
Pass Out "Personal Control: An Overview"

Pass out the "Personal Control: An Overview" handout. Review the definition and benefits of personal control. Explain that, over the next several sessions, they'll be practicing techniques to change stress responses to coping responses. Examples of coping responses are listed on the overview.

Tell students to put the overview in their notebooks under "Personal Control."

STRESS REACTIONS

Directions: Put a dot next to physical symptoms of stress that you've experienced. At the bottom of the page, put checks before things that you do when stressed.


Skin Problems
Headaches
Dizziness
Teeth Grinding
Dry Mouth/Throat
Tight Neck/Shoulders
Shortness of Breath
Nail Biting
Rapid Heartbeat
Backaches
Stomach Upset/Nausea
Diarrhea/Constipation
Legs Shaky or Tight
Foot/Finger Tapping
Hands/Feet Cold or Sweaty

____Cry
____Increase smoking
____Become exhausted
____Become aggressive
____Sleep too much
____Become distracted
____Eat too much

____Become depressed
____Become nervous
____Misuse drugs/alcohol
____Become bored
____Sleep too little
____Withdraw from people
____Eat too little
____Other:____________

PERSONAL CONTROL: AN OVERVIEW

Definition: Personal control means coping successfully with stress.

PATHWAYS TO PERSONAL CONTROL VS. STRESS

TRIGGERS

Coping Response

- Positive self-talk
- Problem solving
- Relaxation, exercise
- Communicating needs

PERSONAL CONTROL

Stress Response

- Upsetting thoughts
- Panic, anxiety
- Depression, anger
- Helplessness, fear

STRESS

Why Work on Personal Control?

- Gives you CONTROL of your thoughts and actions
- Opens up HELPFUL options
- Makes you feel HEALTHY, physically and emotionally
- Increases SELF-CONFIDENCE
- Earns you RESPECT from others

CONTROL
PERSONAL

SKILL 1

USING S.T.E.P.S. TO CONTROL STRESS

OVERVIEW

Summary

With increased awareness of stress in their lives, students are now ready to work on changing stress responses. Using the S.T.E.P.S. model, the group practices two coping strategies: the quieting response (QR) and changing unhelpful thoughts.

Key Concepts

1. Delaying an automatic, emotional response helps control stressful emotions.
2. Evaluating and changing unhelpful thoughts can often result in greater personal control.

Learning Objectives

Students will . . .

1. Practice the quieting response as a coping strategy for stress.
2. Practice changing unhelpful thoughts to gain personal control.

Preparations

1. Review session.
2. Make S.T.E.P.S. letter blocks for group role play.
3. Review relaxation and self-talk exercises (Self-Esteem, Skill 2, Session 1; Skill 3).
4. Review S.T.E.P.S. (Decision Making, Skill 1).

Materials

1. Flipchart, markers.
2. S.T.E.P.S. letter blocks.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. As you check in with students, ask them if one of their "super stressors" has gotten better or worse in the last couple of days.

Negotiate Agenda

Ask who would like time today. Include unfinished business and today's topic: **Using S.T.E.P.S. to Control Stress.**

Provide Rationale

Remind the group of its successful practice of the S.T.E.P.S. decision-making process. Explain that S.T.E.P.S. is particularly useful to help control stress. When something happens to trigger stress, they can choose or decide how they want to respond. Today, the group will use S.T.E.P.S. to practice coping with stress.

ACTIVITIES

Review

Review the sequence of emotional responses:

Trigger ➠ Reactions ➠ Effects

Explain that sometimes this sequence can take place in a matter of minutes, even seconds, especially when anger is involved. Like a runaway train, stressful emotions can result in loss of control. Today, the students will look at ways to stop runaway stressful emotions.

Group Brainstorms

Ask the group:

> *When you're feeling the first signals of stress, do you do anything that helps calm you or delays your first reaction?* (Open answers.)

Write students' responses on the flipchart. Encourage students to describe how their particular technique works.

Introduce Skill

Explain that what works for many people, and may work for them, is a technique called **QR** or the **Quieting Response.** Similar to relaxation exercises they've already practiced, the QR technique is a quick method that can be used anywhere. Tell students to think of this technique as the **STOP** part of S.T.E.P.S.

Practice Skill

Have students do the following:

> *Take a deep abdominal breath through your nose. Slowly, to the count of 10, blow the breath out. 1 . . . 2 . . . 3 . . . etc.*

(Emphasize slow exhalation to the full count of 10.)

Group Processes

Ask students:

> *Can you think of any recent situations where the QR technique might have helped you cope with a stressful situation?* (Open answers.)

Review

Explain that slowing down responses to stress is the first step toward gaining control. The next step is to THINK and EVALUATE thoughts and feelings before acting. Briefly review the "Snap! Zap!" technique for interrupting automatic thoughts and feelings (Self-Esteem, Skill 3).

Model

Lay the S.T.E.P.S. letter blocks on the floor. Model the process by asking for a volunteer who is willing to reenact a trigger situation. Have the volunteer explain the situation and describe his/her thoughts, feelings, and reactions in the situation.

Move the student through the first three stages of S.T.E.P.S., using the QR technique at STOP, and the "Snap! Zap!" technique at the THINK and EVALUATE stages. The volunteer can summarize how he/she would PERFORM and SELF-PRAISE.

Group Works in Partners

Tell students to choose a partner with whom they haven't worked in a while. Have partners discuss one of their stress triggers, including their reactions to the trigger. Partners prepare a role play for each of their stress triggers, in which one partner coaches the other through the STOP, THINK, and EVALUATE stages of the S.T.E.P.S. process, to gain control of the stressful situation.

Group Demonstrates Skill

Have partners perform their role plays. Pause for group feedback after each role play.

CONCLUSION

Group Supports

Go around the circle and ask students to share a comment or idea they heard in group today that they thought was particularly helpful.

Praise Group

Affirm students' observations and praise the group for its good participation and strong support of each other.

Preview

Explain that in the next session they'll look at ways to cope with stress by building support outside of the group.

Extend

See Personal Control Booster "Stress Reduction Tips" for a summary of personal control skills students can use to reduce stress.

PERSONAL CONTROL

SKILL 2

GETTING SUPPORT TO CONTROL STRESS

OVERVIEW

Summary

This session builds on the group support which has been nurtured since *RY* started. The group evaluates how members support each other to relieve stress and explores ways to expand its support network.

Key Concepts

1. Support means knowing someone cares about us and is there to help us.
2. Support can help relieve stress and increase personal control.

Learning Objectives

Students will . . .

1. Describe the qualities of supportive people.
2. Identify people who support them.
3. Make a plan to actively seek support.

Preparations

1. Review session.
2. Make copies of the handout "Building a Support Network" for each student.

Materials

1. Flipchart, markers.
2. Copies of the handout "Building a Support Network" for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Ask how everyone is doing. Also, ask if students have tried any of the coping strategies the group practiced in the previous session.

Negotiate Agenda

Write down the names of students who would like time today. List unfinished business and today's topic: **Getting Support to Control Stress.**

Provide Rationale

Begin by pointing out recent examples of group support. Make the connection between group support and the physical and emotional release of stress. Explain that today they'll look at ways to strengthen group support and build support outside of group.

ACTIVITIES

Group Works in Partners

Tell students to work with a partner and discuss qualities that make a good support person (e.g., nonjudgmental, good listener, gives helpful advice). Ask students to think of examples of what a support person says and does that is helpful.

Group Shares

Ask partners to share ideas with the rest of the group while you write their responses on the flipchart.

Pass Out "Building a Support Network"

Pass out "Building a Support Network." Have partners discuss and identify a stress trigger they're currently dealing with and write it in the central circle on the handout. Tell partners to talk about what kind of support they'd like to receive. Next, have partners identify people in their lives who might be able to give them the support they want. Have students write their possible support people in the circles fanning out from the central circle, adding more circles if necessary. Students may also want to write "RY" in one of the circles if they feel that the group can be supportive.

Encourage students to be nonjudgmental about how many, if any, supportive people they identify. The point is to build support, no matter what their existing support network looks like.

Group Shares

Have partners share their stress triggers and lists of support people. Encourage students to talk about why they chose these support people. As students share, ask:

> *Have you already spoken to this person about what's bothering you? If you have, was the person helpful? If you have not, when do you think you might talk to this person?* (Open answers.) Encourage students to set a date for talking to their support person and then report back to group on the outcome.
>
> *What do you want to say to your support person? Would you like the group to help you practice what you might say?* (Open answers). Other group members can play the role of the support person who gives feedback that encourages the student to talk about the problem.

CONCLUSION

Group Processes

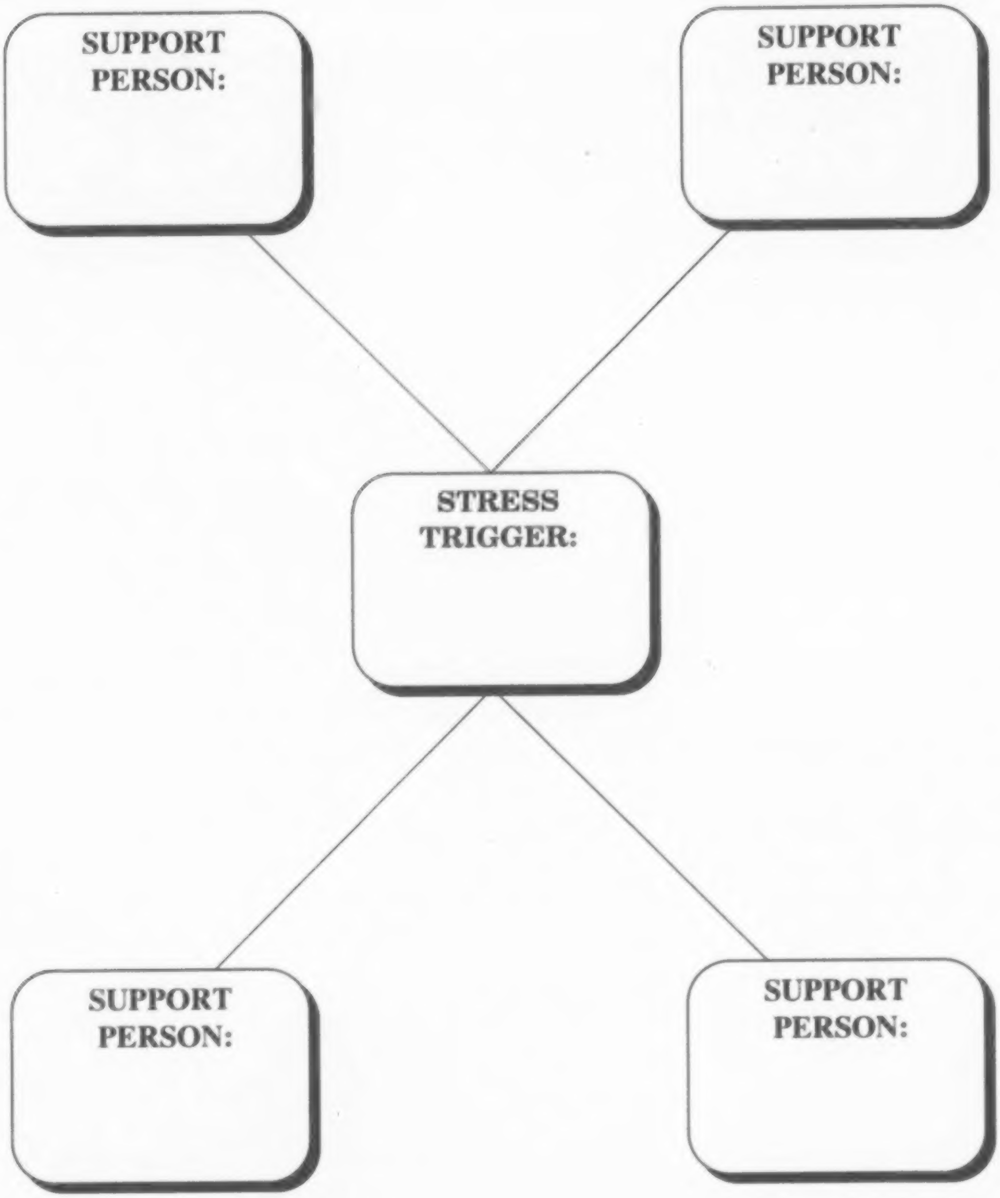
Ask students:

> *Did you get any new ideas about the kind of support you want or whom you might look to for support?* (Open answers. At this point, students might want to add to their support network.)

Check Back

Tell students to put the support network in their notebooks under "Personal Control." Have the students set a date for reporting back to group about contacts made with support people.

BUILDING A SUPPORT NETWORK


SUPPORT PERSON:
SUPPORT PERSON:
STRESS TRIGGER:
SUPPORT PERSON:
SUPPORT PERSON:

PERSONAL CONTROL

SKILL 3

WORKING OUT STRESS THROUGH EXERCISE & FUN ACTIVITIES

OVERVIEW

Summary

In this session, the group discusses physical outlets for stress. Working in partners, students brainstorm fun, safe ideas for working out stress.

Key Concepts

1. Exercise and fun activities can decrease stress and improve mood.
2. Fun activities that are also safe are more likely to have positive effects on our lives.

Learning Objectives

Students will . . .

1. Identify activities they enjoy.
2. Evaluate the variety, fun, cost, and safety of the activities they enjoy.
3. Set goals to increase fun activities.

Preparations

1. Review session.
2. Make copies of the handout "Fun Stuff."

Materials

1. Flipchart, markers.
2. Copies of the handout "Fun Stuff."

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Ask how everyone is doing. Check today's stress levels.

Negotiate Agenda

Find out who wants time today. Add unfinished business and today's topic on the agenda: **Working Out Stress through Exercise & Fun Activities.**

Provide Rationale

Briefly review the benefits of using S.T.E.P.S. to decrease stress. Explain that at times, however, the direct approach through S.T.E.P.S. may not work. Maybe they are too close to the problem to evaluate it. Or maybe they need more feedback and support from someone. In these situations, it may be better to give the mind a break and let the body work off some of the stress.

Remind students that they already made some attempts to balance work and fun when they created their "24-Hour Time Wheel" (Decision Making, Skill 3). Today, the group will discuss the effects of exercise and fun activities on stress.

ACTIVITIES

Group Visualizes

Tell students that you'd like to take them through a brief visualization to recapture what fun feels like. Give permission for students to simply listen if they don't feel comfortable doing visualizations. (Another option is to have the group brainstorm fun stuff they have done in the past. The group then discusses how they would like to recapture fun in their lives.) Read the following guided imagery:

> *Close your eyes and begin to relax. Take a couple of slow, steady breaths—in and out, in and out. Check your body for any tenseness; breathe the tenseness away. Soften, relax. Imagine a warm summer day when you were about 10 years old. You're outside playing. Maybe you're in a tree house, at the beach, or at a playground. You're doing something really fun—maybe riding bikes, playing ball, or reading under a cool, shady tree. As you remember, go through the motions, relive the activity. Notice how your body feels. Stay with the feelings. Enjoy them. Now slowly begin to come back to the present. When I count to three, open your eyes.*

Group Discusses

Ask students to describe the images and feelings they experienced during the visualization. On the flipchart, write the words they use to describe their feelings.

Explain that the activities they enjoy now may be different from those they enjoyed as 10-year-olds, but the good feelings may be similar.

Group Works in Partners

Tell students to work with a partner and make a list of fun things to do. Encourage students to think of a variety of activities: those done with people and without; those which cost money and those which don't; those which involve physical exercise and those which don't.

Group Shares

Have partners share their lists with the rest of the group as you write their ideas on the flipchart. Tell students to add other students' ideas to their lists if they sound appealing. Have the group evaluate whether the combined group list seems varied enough. Also ask the group:

> *Do you think any of the activities are unsafe or unhealthy?* (Open answers. Have students suggest alternative safe activities.)

Pass Out "Fun Stuff"

Pass out the "Fun Stuff" handout. Read over the directions. Have partners use the list that they generated, plus other students' ideas, to select fun activities they'd like to do. Have partners share with the rest of the group some of the fun activities they selected.

CONCLUSION

Group Supports

Encourage the group to support each other's goal to work out stress through fun activities. Discuss ideas for more fun activities in *RY*.

Follow Up

Tell students that you'd like them to use the "Fun Stuff" handout to monitor the effects of fun activities on their stress levels and moods for the next couple of weeks. Have students put the handout in their notebooks under "Personal Control" or "Mood."

FUN STUFF

DIRECTIONS

1. Choose 10 or more activities you enjoy.
2. In the first 4 columns, write any of the following codes that apply to the activities:

   S = I do this with someone else

   $ = Costs more than $5.00

   HH = Health hazard

   E = Involves physical exercise
3. At the end of each day, check off the activities you've done and add up the total.
4. Rate your mood each day at the same time, using the 10-point scale.

FUN ACTIVITIES	**S**	**$**	**HH**	**E**	**Sat**	**Sun**	**Mon**	**Tues**	**Wed**	**Thur**	**Fri**
1. ______	__	__	__	__	__	__	__	__	__	__	__
2. ______	__	__	__	__	__	__	__	__	__	__	__
3. ______	__	__	__	__	__	__	__	__	__	__	__
4. ______	__	__	__	__	__	__	__	__	__	__	__
5. ______	__	__	__	__	__	__	__	__	__	__	__
6. ______	__	__	__	__	__	__	__	__	__	__	__
7. ______	__	__	__	__	__	__	__	__	__	__	__
8. ______	__	__	__	__	__	__	__	__	__	__	__
9. ______	__	__	__	__	__	__	__	__	__	__	__
10. ______	__	__	__	__	__	__	__	__	__	__	__
11. ______	__	__	__	__	__	__	__	__	__	__	__
12. ______	__	__	__	__	__	__	__	__	__	__	__
Add up the number of fun activities you did each day					☐	☐	☐	☐	☐	☐	☐
Rate your mood each day, using the 10-point scale					☐	☐	☐	☐	☐	☐	☐

Very Sad				Normal Mood					Very Happy
1	2	3	4	5	6	7	8	9	10

Sad Example ______________________

Happy Example ______________________

PERSONAL CONTROL

APPLICATION–ACHIEVEMENT

GETTING SUPPORT TO IMPROVE ACHIEVEMENT

OVERVIEW

Summary

Students evaluate the effectiveness of the tools and skills they've used to improve achievement since the beginning of the semester. Pinpointing areas they could still improve, students help each other develop a support network for further improvement.

Key Concepts

1. Improving achievement results in a greater feeling of personal control.
2. Getting support for improving achievement lowers stress and increases personal control.

Learning Objectives

Students will . . .

1. Evaluate the tools and skills they've used to improve achievement.
2. Identify areas for further improvement.
3. Develop a support network to improve achievement.

Preparations

1. Review session.
2. Review previous related sessions: Getting Started, Days 4, 5, 9; Self-Esteem, Application–Achievement; Decision Making, Application–Achievement.
3. Make copies of the handout "Getting Support to Improve Achievement" for each student.

Materials

1. Flipchart, markers.
2. Copies of the handout "Getting Support to Improve Achievement" for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update monitoring charts. Students will be referring to several of the charts and handouts in today's session. As you check in with students, ask how school is going—any recent successes or problems to report?

Negotiate Agenda

Ask who would like time on today's agenda. Include unfinished business and today's topic: **Getting Support for Improving Achievement.**

Provide Rationale

Explain that if they've seen improvement in achievement lately, they may be using some of the personal-control skills they've practiced. If they're still struggling in some classes, they can think about applying some of these skills to improve achievement. Today, they'll evaluate what is and what is not working to improve achievement.

ACTIVITIES

Group Evaluates

Give each student a blank sheet of paper. On one side of the paper, have students draw a picture of how they were handling school at the beginning of the semester. On the other side, have them draw a picture of how they think they're handling school now. They may also write words or phrases on each picture if they wish.

Group Shares

Go around the circle and ask students to share the differences, if any, between the two pictures of themselves.

Guide Discussion

As students share, ask students:

> *Is school more or less stressful for you?* (Open answers.)
>
> *Are you accomplishing what you want in school? Why or why not?* (Open answers.)

Review

In whatever order you like, review the monitoring tools, checklists, and goal sheets the group has been using to improve achievement. For example, "Weekly Attendance," "School Smarts Checklist," "Removing Barriers to Success," "How Can You Improve Your Grade?" and "Progress Report on Achievement."

Group Evaluates

Ask students:

> *Have any of the monitoring tools or planning sheets we've used been helpful in improving your achievement?* (Open answers. Note favorable and unfavorable comments under the name of the tool or handout on the flipchart.)

Discuss ideas for changing or creating new monitoring tools, planning sheets, etc.

Stress Key Concept

Have students consider whether or not the group setting makes it easier to follow through with achievement and attendance monitoring and goal setting. Remind students of their previous discussions regarding the role of supportive people in their lives. Stress the importance of their getting as much support as they can for their achievement goals.

Pass Out "Getting Support to Improve Achievement"

Pass out "Getting Support to Improve Achievement." Tell students to work with a partner and identify the area(s) in which they'd like to improve. Next, discuss and identify people who might support their efforts to improve.

Group Shares

Have students share their ideas. Ask students to describe specifically how their support people might be helpful and when they might speak to them. Encourage the group to affirm their ideas and offer additional suggestions. Have students put their support networks in their notebooks under "Achievement."

CONCLUSION

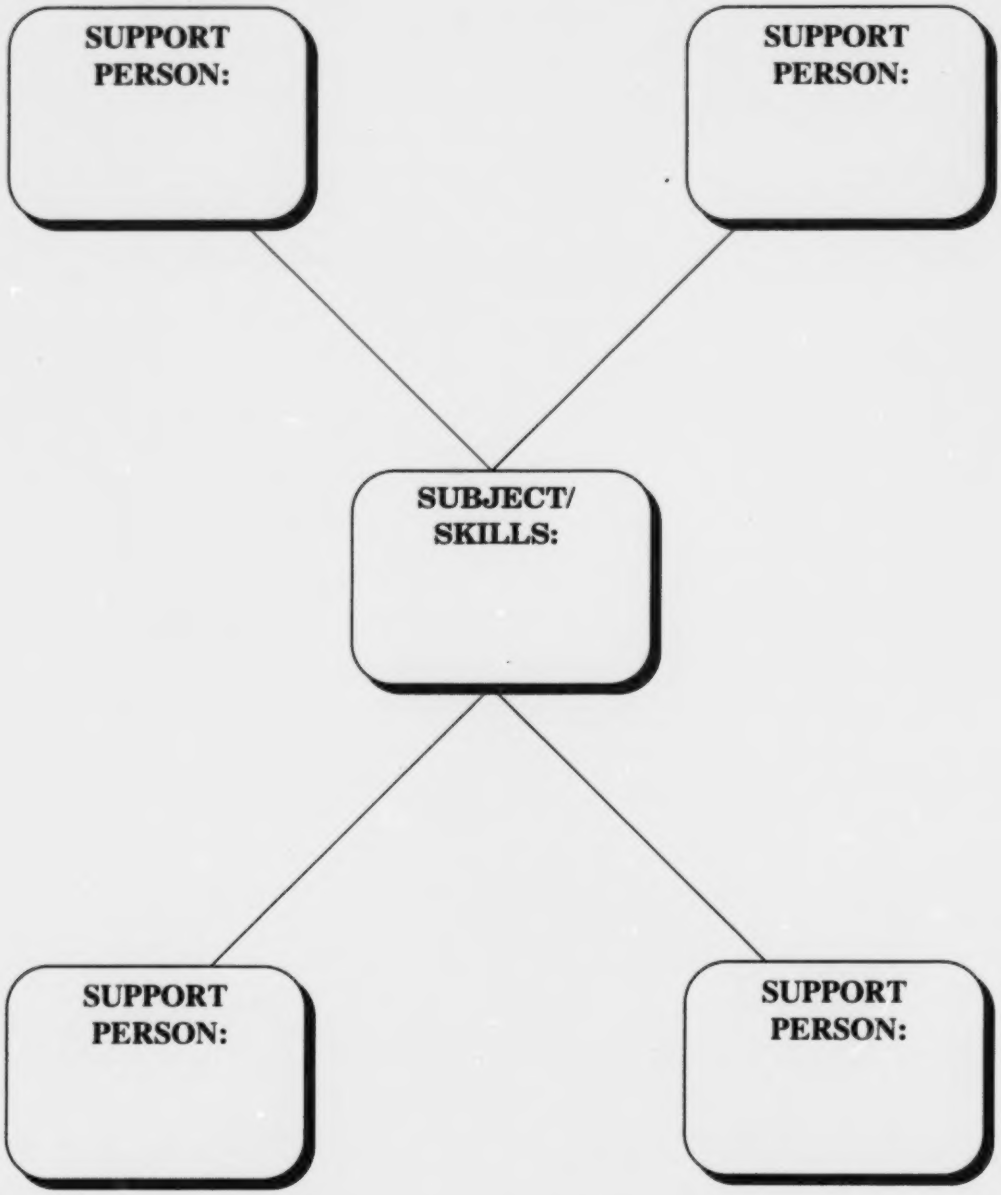
Follow Up

Set dates for changing any procedures for monitoring or goal setting that the group suggested. Enlist students' help to create the new forms or wall charts.

Extend

Reinforce successes with small treats and celebrations. Have students give each other certificates for improved achievement. (See Decision Making Booster "The Refrigerator Door Company.")

GETTING SUPPORT TO IMPROVE ACHIEVEMENT


SUPPORT PERSON:
SUPPORT PERSON:
SUBJECT/ SKILLS:
SUPPORT PERSON:
SUPPORT PERSON:

PERSONAL CONTROL

APPLICATION— DRUG-USE CONTROL

CONTROLLING ADDICTIVE BEHAVIORS

OVERVIEW

Summary

The group examines their progress in monitoring and decreasing addictive behaviors. The group also discusses ways to apply their personal-control skills to the goal of controlling addictive behaviors.

Key Concepts

1. Getting control of addictive behaviors improves our physical and emotional well-being.
2. Personal-control skills can help us succeed in controlling addictive behaviors.

Learning Objectives

Students will . . .

1. Evaluate the effectiveness of monitoring devices to control addictive behaviors.
2. Renew or set new goals to control addictive behaviors.
3. Support each other's goals for controlling addictive behaviors.

Preparations

1. Review session.
2. Review previous related sessions: Getting Started, Days 7–8; Self-Esteem, Application–Drug-Use Control; Decision Making, Application–Drug-Use Control.
3. Make copies of "Symptoms of Relapse" handout for each student.

Materials

1. Flipchart, markers.
2. Scrap paper.
3. Copies of "Symptoms of Relapse" handout for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. They will be evaluating the monitoring charts that relate to addictive behaviors. As you check in with students, ask if they feel that they're getting enough support (both inside and outside the group) for the goals they've set in *RY*.

Negotiate Agenda

Ask students who would like time today. Include unfinished business and today's topic on the agenda: **Controlling Addictive Behaviors**.

Provide Rationale

Explain that the personal-control skills they've practiced can be particularly helpful in controlling addictive behaviors. Tell the group that today you'd like them to evaluate their progress in controlling addictive behaviors. They'll also discuss how to use personal-control skills to achieve their goals in this area.

ACTIVITIES

Group Evaluates

Pass out drawing paper. Tell students to draw a picture of themselves that shows how involved they were with any addictive behavior at the beginning of *RY*. On the opposite side, have them draw a picture of how involved they are now with the same addictive behavior.

Another option is to have students draw "before" and "after" pictures of a partner. Partners first discuss their progress with each other, then draw pictures of each other and share with the group.

Group Shares

Have students share their pictures of themselves and describe the differences, if any, between the two pictures.

Ask students:

> *How do you explain the difference (positive or negative) in your control of the addictive behavior?* (Open answers.)

Pass Out "Getting Support to Quit Using Drugs"

Explain that, if they're not making as much progress as they want or if they're frustrated by occasionally slipping back, they can use personal-control skills to gain better control. Tell students you'd like them to consider possible signs of relapse, how they're coping, and what personal-control skills might help. Pass out the "Symptoms of Relapse" handout.

Group Evaluates

Give students a few moments to check off, or write in, any relapse symptoms that apply to them. On the back of the handout, have students briefly describe how they're currently coping with one of these symptoms.

Group Supports

As students share their experiences, have the group give feedback and offer suggestions about which personal-control skills might help (S.T.E.P.S., Fun Activities, Support).

Small Groups Discuss

Tell students you'd like them also to evaluate the monitoring tools they've been using in *RY* to control addictive behaviors. Have students work in groups of three. Tell groups to discuss the ease and effectiveness of the monitoring tools that they're currently using to control addictive behaviors. If they feel changes are necessary, have them brainstorm ideas to improve the monitoring tools.

Group Brainstorms

Have groups report their conclusions about the monitoring tools and give suggestions for possible changes. Write students' suggestions on the flipchart. Set a date for implementing the changes. Enlist students' help in creating new monitoring charts, if necessary.

CONCLUSION

Group Supports

Go around the circle and ask students:

> *As you continue to work on controlling addictive behaviors, what kind of support do you need or want from the group?* (Open answers. Possible expectations students may have:

- I can ask for help when I need to.
- I can talk about being frustrated.
- Group members will listen and give suggestions.
- I can talk about wanting to use _______________.
- No one will ask me to use_______________.
- The class will accept who I am and what I do.)

Praise Group

Praise students for taking control of their lives. Share your observations of the ways the group showed care and concern for each other today.

Extend

To focus more intensely on drug/alcohol recovery, see Personal Control Booster "Support in Recovery."

SYMPTOMS OF RELAPSE

A. Put a check beside relapse symptoms you've experienced. Add any other symptoms you've noticed in yourself.

_______ 1. Saying that problems are smaller than they really are.
_______ 2. Setting goals that are unrealistic.
_______ 3. Expecting things to get better right away.
_______ 4. Other people see danger signs that I don't.
_______ 5. Having feelings I don't talk about.
_______ 6. Being dishonest with myself and others.
_______ 7. Getting angry and upset easily.
_______ 8. Complaining frequently and being irritable.
_______ 9. Feeling self-pity.
_______10. Feeling that I am no good.
_______11. Feeling hopeless and lonely.
_______12. Avoiding other recovering people.
_______13. Acting one way and feeling another.
_______14. Not going to recovery class or *Reconnecting Youth*.
_______15. Going places where people are using alcohol or other drugs.
_______16. Talking about or remembering the good old partying days.
_______17. Being in a crisis almost all the time.
_______18. Having an "I don't care" attitude.
_______19. Always thinking about using alcohol or other drugs.
_______20. Talking about problems being bigger than they are.

Others: ____

____

____

____

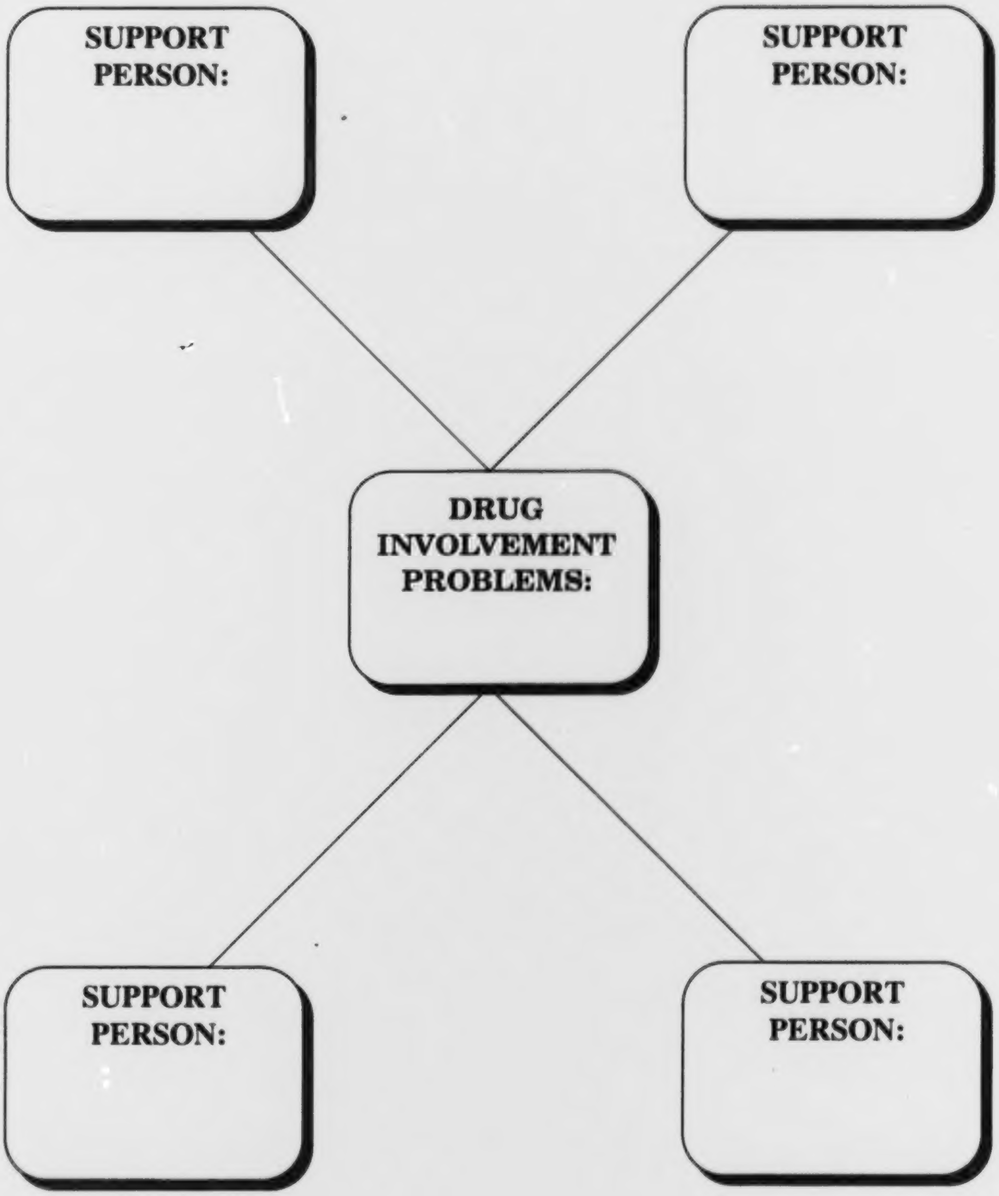
B. Choose one symptom of relapse you've experienced and describe how you coped or are presently coping with the symptom.

Symptom:____

Coping:____

Permission has been granted from the Seattle-King County Department of Public Health, King County Division of Alcoholism and Substance Abuse Services (KCDASAS) for reproduction of the "Personal Control/Application—Drug-Use Control" handout. This excerpt is from *Recovery Assistance Program*, KCDASAS, 1989, Seattle WA, prepared by Thomas D. Curtis, Consultant, under the supervision of Mark Wirschem, KCDASAS Youth Treatment Coordinator.

GETTING SUPPORT TO QUIT USING DRUGS


SUPPORT PERSON:
SUPPORT PERSON:
DRUG INVOLVEMENT PROBLEMS:
SUPPORT PERSON:
SUPPORT PERSON:

PERSONAL CONTROL

APPLICATION–
MOOD

CONTROLLING ANGER

OVERVIEW

Summary

In these sessions, students evaluate how well they cope with anger. Students role-play their anger reactions and determine whether their reactions are helpful or hurtful. The group supports each other in practicing personal-control skills to control anger and improve mood.

Key Concepts

1. Uncontrolled anger reactions usually result in hurtful effects.
2. We can learn to control our anger reactions by practicing personal-control skills.

Learning Objectives

Students will . . .

1. Evaluate their own anger sequences.
2. Identify personal-control skills that can be used to control anger reactions.
3. Support each other in practicing personal-control skills to control anger.

Preparations

Session 1

1. Review session.
2. Make copies of the following handouts for each student: "Uncontrolled Anger Sequence," "My Typical Anger Triggers & Troublemakers," "Anger Response Scores."

Session 2

1. Review session.

2. Make copies of the following handouts for each student: "Your Personal Anger Sequence," "Summary: Insights," "Getting Support for Mood Management."

Materials

Session 1

1. Flipchart, markers.
2. Copies of the following handouts for each student: "Uncontrolled Anger Sequence," "My Typical Anger Triggers & Troublemakers," "Anger Response Scores."

Session 2

1. Flipchart, markers.
2. Copies of the following handouts for each student: "Your Personal Anger Sequence" and "Summary: Insights," "Getting Support for Mood Management."

400

SESSION 1: KNOWING YOUR ANGER TRIGGERS & REACTIONS

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Have students pay particular attention to the patterns of their moods this week.

Go around the circle and ask how everyone is doing. As you check in, ask students to describe any situations, in the last day or two, in which they used personal-control skills (QR, self-talk, S.T.E.P.S., fun activities, support).

Negotiate Agenda

Set the agenda by first asking who would like time today. Include unfinished business and today's topic: **Knowing Your Anger Triggers & Reactions.**

Provide Rationale

Explain that anger is a normal part of everyone's life. Uncontrolled anger, however, can have serious consequences. Students' understanding and practice of personal-control skills can enable them to control anger. Today, they'll evaluate their anger reactions and decide if they want to make any changes.

ACTIVITIES

Pass Out "Uncontrolled Anger Sequence"

Pass out the illustrated handout called "Uncontrolled Anger Sequence." Discuss the effects of uncontrolled anger reactions, as pictured and described on the handout. (See also leader resource "Some Faces of Harmful Anger Expressions.")

Pass Out "My Typical Anger Triggers & Troublemakers"

Help students think of recent examples of their getting angry by passing out "My Typical Anger Triggers & Troublemakers." Give students a few minutes to check off types of anger triggers they've experienced. If some students feel that they don't get angry, have them substitute the word "upset" for "angry."

Pass Out "Anger Response Scores"

Next pass out "Anger Response Scores." Tell students:

> *Using a scale of 1 to 10, with WITHDRAW being a 1 and ATTACK a 10, think about how you usually respond to one of the TRIGGERS you identified. Pick a number between 1 and 10, and circle it in the first box. Now, consider how you respond when someone blows up at you! Circle a number between 1 and 10 in that box.*

Group Shares

Survey the group for each item on their typical anger triggers. Ask for a show of hands and record how many "yeses" there are for each item. Post results on the flipchart. Follow with a discussion of specific examples of the more common triggers.

Next, find out where everyone is on the Withdraw/Attack continuum. Model your willingness to share by telling students: *I'll start by admitting that I often tend to___________, so I gave myself a ___________.*

Group Identifies Problem

Go around the circle and ask students:

> *What changes would you like to make in the way you typically cope with anger?* (Open answers. Write students' responses on the flipchart.)

CONCLUSION

Preview

Tell students that in the next session they'll practice new ways of coping with anger by using their personal control skills.

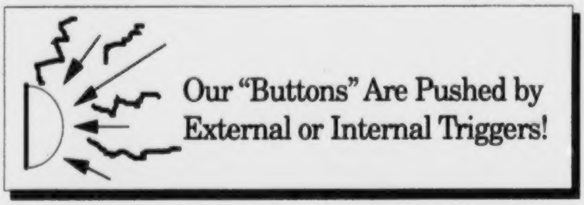
Extend

Have students begin monitoring their anger by using the handouts provided with the Personal Control Booster "Monitoring Anger."

UNCONTROLLED ANGER SEQUENCE

TRIGGERS

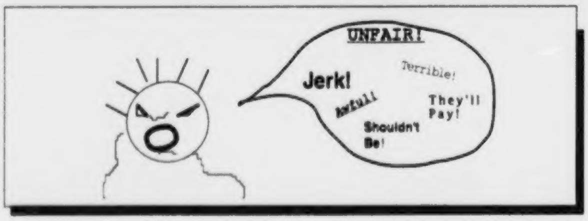
Something Unpleasant Happens


Our "Buttons" Are Pushed by External or Internal Triggers!

R
E
A
C
T
I
O
N
S

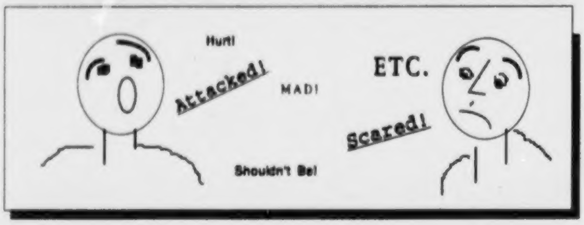
THOUGHTS

We Evaluate—We Think to Ourselves


UNFAIR!
Jerk!
Terrible!
Awful!
They'll Pay!
Shouldn't Be!

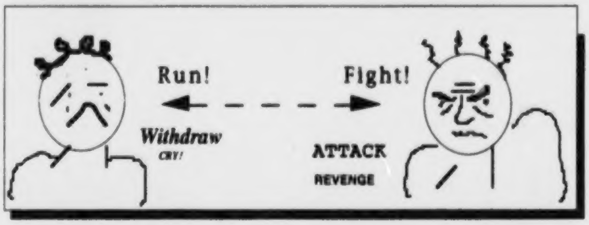
FEELINGS

Then We Feel the Way We Think


Hurt!
Attacked!
MAD!
ETC.
Scared!
Shouldn't Be!

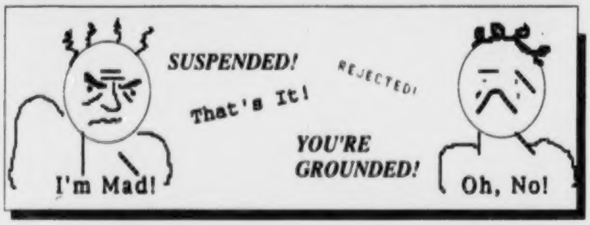
BEHAVIORS

We Act Out Our Feelings!


Run!
Fight!
Withdraw
CRY!
ATTACK
REVENGE

EFFECTS

Negative Effects Escalate Our Anger!


SUSPENDED!
REJECTED!
That's It!
YOU'RE GROUNDED!
I'm Mad!
Oh, No!

MY TYPICAL ANGER TRIGGERS & TROUBLEMAKERS

I GET ANGRY WHEN:	**YES**	**MAYBE**	**NO**
1. Someone lets me down.			
2. People are unfair.			
3. Something blocks my plans.			
4. Someone embarrasses me.			
5. I am delayed, held up.			
6. I have to take orders from someone.			
7. I have to work with incompetent people.			
8. I do something stupid.			
9. I don't get credit for what I've done.			
10. Someone puts me down.			
11. ______________________________			
12. ______________________________			

Adapted with permission from "The Multidimensional Anger Inventory," by J. Seigel; *Journal of Personal & Social Psychology* (51: 200). Copyright © 1986 by the American Psychological Association.

ANGER RESPONSE SCORES

HOW I RESPOND WHEN I'M ANGRY

WITHDRAW *ATTACK*

1	2	3	4	5	6	7	8	9	10

HOW I RESPOND WHEN SOMEONE GETS ANGRY AT ME

WITHDRAW *ATTACK*

1	2	3	4	5	6	7	8	9	10

Adapted with permission from "The Multidimensional Anger Inventory," by J. Seigel; *Journal of Personal & Social Psychology* (51: 200). Copyright © 1986 by the American Psychological Association.

SESSION 2: CHANGING ANGER REACTIONS

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. As you check in with students, have them share any instances of their own, or others' anger reactions, that have occurred in the last 24 hours.

Negotiate Agenda

Ask who wants time today. Include unfinished business and today's topic on the agenda: **Changing Anger Reactions.**

Provide Rationale

Thank students for sharing their experiences with anger in the previous session. Explain that today they can begin working to change how they cope with anger.

ACTIVITIES

Group Visualizes

Tell students:

> *I'd like you to close your eyes for a moment and relive a situation in which you got really angry. Picture the scene and the people involved. How did you know you were angry? Did your body give off any signals? What were you thinking at the time? What were you feeling?* (If some students have difficulty visualizing, or claim that they don't get angry, ask them to just think of a situation that upset them.)

Pass Out "Your Personal Anger Sequence"

Pass out "Your Personal Anger Sequence." Review the stress sequence outlined on the sheet. Tell students to record the trigger, their reactions, and the effects of the situation that they just relived.

Group Shares

Go around the circle and have students share the situation that they've just described on the handout. Ask students:

> *Were the effects of your reactions hurtful or helpful to you?* (Open answers.)
>
> *Would you want to change any of your reactions?* (Open answers.)

Group Works in Partners

Have students work in partners and give each pair a piece of flipchart paper and a marker. Instruct partners to examine the reactions they recorded on their anger sequences. Have partners discuss how they might change the sequence. For example:

> *Could the trigger have been avoided?*
>
> *Could you have used QR to delay your reaction to the trigger and gain more control?*
>
> *Could you have changed your thoughts? What could you have said to yourself to produce more helpful feelings?*

Have students rewrite their anger sequences by applying the personal control skills they've learned. The sequence should result in helpful, rather than hurtful, effects.

Group Shares

Have partners share their revised anger sequences with the rest of the group.

CONCLUSION

Group Processes

Go around the circle and ask students if they feel that they've gotten enough help to begin changing the anger reactions that have not been helpful to them. Ask students how the group can support their efforts to unlearn unhelpful anger reactions.

Pass Out "Summary: Insights" and "Getting Support for Mood Management"

Pass out "Summary: Insights." Review the helpful reminders for controlling anger. Suggest that students apply their skills to easy situations first. Success in easy situations will give them confidence to tackle more difficult problems. Pass out "Getting Support for Mood Management."

Tell students to write the names of people they believe will support their efforts to control anger or other problem moods.

Extend

Give students more group practice by using the following leader resources: "Self-Talk Examples to Rehearse fo Controlling Anger" and "Guided Imagery for Anger & Mood Control."

SOME FACES OF HARMFUL ANGER EXPRESSIONS

Verbal Abuse	Ridicule, insults, name-calling, yelling, shouting, and so forth toward loved ones, friends, or others.
Physical Violence	Using phrases like "kill her/him!" "clobber them," or "destroy 'em," may seem like O.K. expressions, but they incite anger and violence and can make it acceptable even in friendly competition.
Temper Tantrums	Hitting, kicking, or slamming—objects or people—when carried to extremes, lead to assaults and other crimes of violence. These occur when anger is out of control.
Sarcasm and the Silent Treatment	These are common expressions of anger that can lead to verbal or physical abuse of others. Like ridicule or put-downs, these anger expressions can be just as hurtful as physical violence.
Blaming	Saying things like "you really aggravate me!" or "you make me so mad!" Indicate that you're blaming someone else for your own anger.
A Sobering Note	Uncontrolled anger is not normal! The school that advocates getting in touch with your anger and "letting it all hang out" can be potentially dangerous to yourself and others! Popularized anger and violence (e.g., in television, movies, books), which portrays them as normal, undermines both individuals like you and me and our society as well.

Adapted from "Farewell to Anger," in *Your Erroneous Zones*, by W. Dyer. New York: Avon Books, 1977.

YOUR PERSONAL ANGER SEQUENCE

TRIGGERS ______________________________

REACTIONS

THOUGHTS ______________________________

FEELINGS ______________________________

BEHAVIORS ______________________________

EFFECTS ______________________________

SUMMARY: INSIGHTS

1 Upsetting feelings (depression, anger, worry, helplessness, etc.) are caused by our upsetting ideas and thoughts!

2 We stay angry, depressed, stressed, etc., because we keep telling ourselves upsetting ideas over and over (what's awful, what shouldn't be, what's terrible, what's stupid, etc.) . . . and we can make ourselves more angry or depressed because we also tend to exaggerate the upsetting ideas with each telling!

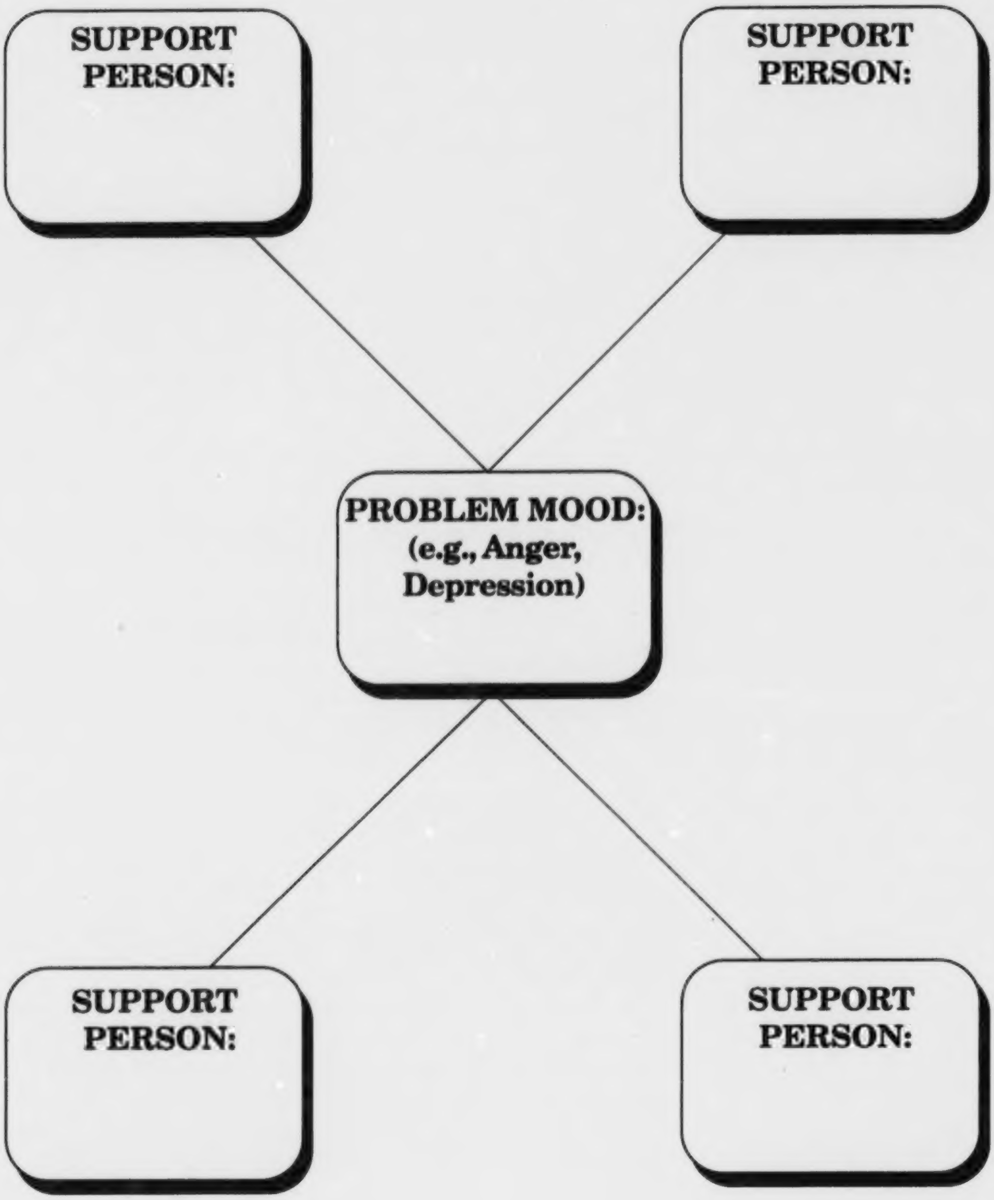
3 We can stay angry, depressed, anxious, and so forth if we like, or we can change the way we think—challenge our "awfuls!"

4 Just knowing we need to change is not enough—old habits stay habits when they are left alone!

5 To change takes effort, learning new skills, and practice, practice, practice! Remember, our existing habits came from lots of practice, so it's going to take lots of practice to learn new habits!

6 With conscious effort and lots of practice, the likelihood is you won't get *as* upset, *as* often, *as* long as you do now.

GETTING SUPPORT FOR MOOD MANAGEMENT


SUPPORT PERSON:
SUPPORT PERSON:
PROBLEM MOOD: (e.g., Anger, Depression)
SUPPORT PERSON:
SUPPORT PERSON:

SELF-TALK EXAMPLES TO REHEARSE FOR CONTROLLING ANGER

PREPARING FOR ANGER TRIGGERS: THINGS THAT PUSH MY BUTTONS

This is going to be upsetting, but I can handle it. This doesn't have to be a catastrophe. Stop! Figure out what I have to do . . . work out a plan. I can manage this. I know how to control my anger. I'll know what to do if I find myself getting upset . . . relax, take a deep breath, remember my plan. Don't blow this out of proportion. This could be a sticky situation, but I believe in myself. Time for the QR. Feel comfortable, relaxed, at ease. Easy does it. Remember to keep my sense of humor, Easy does it. Remember my lines.

WHEN CONFRONTED, WHEN MY BUTTONS ARE PUSHED

Stop! Stay calm. Think! Don't jump to conclusions. Do the QR, or count to 10. Don't blow things out of proportion. So it hurts! There's no use stretching it into and AWFUL, DREADFUL, TERRIBLE situation. As long as I keep my cool, I'm in control. Don't make more of this than I have to. Look for the positives. Don't assume the worst. If I start to get mad, I'll just be banging my head against the wall. So I might as well just relax. There is no need to doubt myself. I can handle this! I'm on top of the situation and it's under control.

COPING WHEN I'M ALREADY ANGRY OR STARTING TO FUME

My muscles are starting to tense. Do the QR! Slow things down. "Catastropizing won't help. Think straight! I'm angry . . . that's a signal of what I need to do. Time to instruct myself. Lower the tone, lower the volume, speak slower. Getting upset won't help. It get me into trouble. Negatives lead to more negatives. Work constructively. Reason it out. Take the issue point by point. Try the cooperative approach. Maybe we're both right. Ask that we treat each other with respect. I can't expect people to act the way I want them to. Take it easy, don't get pushy! Negotiate.

Reprinted with permission from R.W. Novaco (1975). *Anger control: The development and evaluation of an experimental treatment.* Lexington, MA: D.C. Heath.

REFLECTING: AFTER THE EVENT

When Conflict Is Unresolved

Forget about it. Thinking about it makes me more upset . . . at a minimum, don't stretch the situation into AWFUL! This is a difficult situation that will take time to heal. Try to shake it off. Don't let it outweigh the positives. Remember relaxation, exercise. It's better than depression. Can I laugh about it? It's probably not so serious! Don't take it personally. I did the best I could . . . better than the last time! It takes two to resolve things. I did my part! I'll get better at this with more practice.

When Conflict Is Resolved or Coping Is Successful

I handled that pretty well. It worked! That wasn't as hard as I thought. It could have been a lot worse. Nice going! I could have gotten more upset than it was worth. I actually got through that without losing my cool! My pride gets me into trouble, but when I don't blow it, I'm better off. I guess I've been getting upset for too long when it wasn't even necessary. I'm getting better at this all the time.

GUIDED IMAGERY FOR ANGER & MOOD CONTROL

Close your eyes and focus your attention on your breath. As you breathe in . . . and . . . out gently through your nose or mouth, allow yourself to become more and more relaxed. As you gently breathe in . . . and . . . out, your feet become relaxed (pause) . . . your legs become relaxed (pause) . . . your abdomen becomes relaxed (pause) . . . your back and shoulders become relaxed (pause) . . . your arms and hands become limp and relaxed. And as you continue to breathe in . . . and . . . out, gently and quietly, your head becomes relaxed and your mind floats free and you find yourself floating away from this room to a place where you really like to be. This is a place in nature, your home, with your friends . . . anywhere where you feel good about yourself and at peace. Now, enjoy being there! . . . Enjoy the warmth of the sun . . . and breathe it into yourself . . . filling yourself with warmth and love.

Now, see yourself as absolutely at peace . . . as you want to be . . . with your family, with a friend, with yourself. See yourself doing and enjoying something you do well, whether it be sports, school, work, crafts, music, drawing, being a good listener, a good observer, a good friend. Just experience yourself as an absolute jewel . . . and enjoy yourself. Let any feelings of anger just melt away . . . oozing out of your pores and disappearing! Choose instead the warmth of the sun and the feeling of peace and well-being . . . think positively about yourself and your growing ability to let go of anger and enjoy peace, quiet, and yourself as you want to be . . . for the next minute of silence, enjoy the warmth, love, and peace in the place you're in.

(After 1–2 minutes)

Now I'm going to call you back to this room. Bring the feeling of warmth and well-being with you. You can carry it with you throughout the rest of the day. I will count to three. 1 . . . 2 . . . 3. Open your eyes . . . and . . . welcome back.

CONTROL

PERSONAL

BOOSTERS

BOOSTERS

REINFORCING PERSONAL CONTROL

Reinforce the "group culture" of exercising personal control by sharing and rewarding efforts to practice self-control. See the leader resource sheet in this section, "Examples of Reinforcement Options for Anger Management Training," and accompanying gift cards and gift certificates. These ideas can be modified to fit any mood or emotion students are attempting to control better.

MONITORING

Use the anger-monitoring handouts "My Uncontrolled-Anger-Sequence Diary" and "Anger Control Check-In" to help students track their progress and note their successes in exercising personal control. These forms can be modified to include any emotion or "troublemaker" students are working to control.

R_x FOR STRESS

Keep a notepad or stack of index cards in the classroom that students can use to write each other "prescriptions" for stress. Preparation for this activity involves reinforcing a group support ethic that encourages students to be sensitive and observant of other group members' moods, feelings, and signs of stress. The mock prescription might look something like the following:

R_x for Stress

Name: ____________________

Try This: ____________________

______ Times a Day until Symptoms Disappear: ____________

____

(Name of Prescribing Physician)

YOUR STRESS BAROMETER

Have students create a large Stress Barometer to hang in the classroom. (See sample.) On a regular basis, students can measure their stress levels on the barometer and explore causes and coping strategies with the group.

RY RELAXATION TAPE

After practicing a number of relaxation techniques, have the group make a relaxation tape consisting of their favorite exercises and music. Students can break into small groups and record a segment of the tape. Use the group tape regularly in *RY*. The group might consider selling copies of their tape in the school bookstore. Proceeds from the tape could be used for a special treat or event.

BIODOTS

Purchase Biodots or a similar inexpensive stress meter, which students can carry with them to monitor their stress levels throughout the day.

SUPPORT IN RECOVERY

To emphasize the role of support in recovery, have students compare supportive and nonsupportive influences in their efforts to decrease drug use. Use the following handouts in this section: "Lines of Support" and "Risky People & Places."

YOUR PIECE OF THE PIE

Help students confront stressors that they cannot entirely eliminate by using the "Your Piece of the Pie" handout. Students can use the handout to sort out what part of a problem is their responsibility and what part is not. Have the group discuss possible emotions and attitudes that they might need to let go of (denial, anger, "should" statements) in order to claim their "piece of the pie."

STRESS-REDUCTION TIPS

After the group has practiced personal-control skills, pass out "Stress-Reduction Tips" to use as a check-in and periodic reminder of effective coping strategies.

EXAMPLES OF REINFORCEMENT OPTIONS FOR ANGER MANAGEMENT TRAINING

Have each student identify a success story about using one or more strategies in anger control. Have group members identify the strategy used in each case and give the student praise.

Identify specific things you've observed each student do and say of which you think they should be proud, for their growth and progress made in effort, internal responsibility, and anger-control achievement. Don't try to do this "off the cuff." Take time to prepare this ahead of class and then go around the circle with at least one item per student. Vary this activity, sometimes giving the feedback verbally and, at other times, writing these instances on "You Should Be Proud" cards, inserting them into fortune cookies, or using some other means whereby the group members have this feedback in writing.

Have each student take time to identify and report growth they've observed in the person sitting next to them, i.e., in exercising management of anger or depression. Your leadership will be needed in order for it to be a powerful experience, and it may need to be done in several stages, as follows:

(a) Ask each student to share an anger-control goal they are willing to work on in group; then have each student complete the "Gift Card, Pay to *RY* Group Members" (i.e., complete the sentence "In an attempt to express my anger more appropriately in *RY*, I will:_____."). Also, have each student negotiate an appropriate reward that the group will provide when s/he meets the anger-control goal. These rewards can then be transferred onto the "Gift Certificates," which indicate that the reward will be paid to the bearer when s/he successfully meets her/his anger-control goal in *RY* class. Students can use similar gift cards and certificates with their families.

(b) Post the "Gift Cards" and "Gift Certificates" in the room.

(c) Ask each student to observe the person next to him/her for a week, for evidence of goal achievement.

(d) Ask for reports after a day or two and then again at the end of the week (or whatever period of time is negotiated by the group). Be **firm** during reports and do not let them get negative. Also, be prepared to provide additional evidence as needed if the observer is absent or needs assistance with his/her task. Distribute "Gift Certificates" as earned.

Note: Sprinkle skills training and group work sessions liberally with positive reinforcement of growth steps taken. Keep track of multiple ways of making reinforcement **from you and the group** both genuine and specific! This is the essence of **SOCIAL SUPPORT!**

GIFT CARD

PAY TO *RY* GROUP MEMBERS

In an Attempt to Express My Anger More Appropriately in Reconnecting Youth,
I will:

1. ______________________________

(Fill in Goals for Behaviors)

2. ______________________________

3. ______________________________

Caringly Yours,

____
(Your Name)

GIFT CERTIFICATE

PAY TO THE BEARER

____
(Specify Reward, Privilege Agreed to in RY)

____

FOR SUCCESSFULLY MEETING MY ANGER-CONTROL GOAL IN *RECONNECTING YOUTH*

____
(Your Name)

GIFT CARD

PAY TO MY FAMILY

In an Attempt to Fight More Fairly,
I will:

(Fill in Goals for Behavior)

Caringly Yours,

(Your Name)

GIFT CERTIFICATE

PAY TO THE BEARER

(Fill in Agreed-Upon Reward)

(From Family)

FOR SUCCESSFULLY KEEPING MY ANGER-CONTROL GOAL

(Your Name)

MY UNCONTROLLED-ANGER-SEQUENCE DIARY

Directions: Record all angry behavior you've chosen—and the TTFBEs that go with it! The very act of recording will give you a baseline to work from and hopefully persuade you to choose anger less often. Try it!

Date	Time	Place	Trigger, Troublemaker	Thoughts	Feelings	Behaviors	Effects

Name____________________

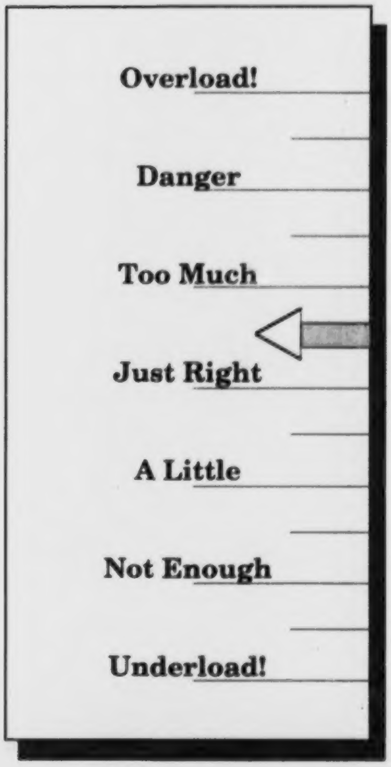
ANGER CONTROL CHECK-IN

I GET ANGRY WHEN:

	Successfully Took Control (Check if CONTROL GOAL was achieved)			
(Fill in your triggers/troublemakers)	**Date:** __/__/__	__/__/__	__/__/__	__/__/__
1. ____________________	______	______	______	______
2. ____________________	______	______	______	______
3. ____________________	______	______	______	______
4. ____________________	______	______	______	______
5. ____________________	______	______	______	______
6. ____________________	______	______	______	______
7. ____________________	______	______	______	______
8. ____________________	______	______	______	______
9. ____________________	______	______	______	______
10. ____________________	______	______	______	______
Each scoring session fraction attained:	______	______	______	______
End of term percent attained:	______	______	______	______

YOUR STRESS BAROMETER

Directions: Using heavy construction paper, cut out a rectangle for the barometer, as in the sample below. With markers, draw lines and write descriptive words to indicate stress levels. Use a different colored paper to make an arrow, which can be clipped to the barometer at whatever level you choose.


Overload!
Danger
Too Much
Just Right
A Little
Not Enough
Underload!

Adapted from *The stress connection,* National 4-H Council, 1981. 7100 Connecticut Ave., Chevy Chase, MD 20815.

LINES OF SUPPORT

Draw a poster showing people who support your efforts to decrease drug use. Your support system may include friends, relatives, or anyone else who may affect your recovery. Refer to the example below as you read the following directions.

1. Draw boxes around a central box that has your name in it. In the boxes around you, list each supportive person's name and age.
2. Indicate the level of support from each person by drawing lines that connect the boxes.

    ||| Very supportive. Knows you well enough to point out symptoms of relapse.

    || Supportive. Understands the recovery process and points out your successes.

    | Somewhat supportive. Knows you are recovering and respects your decision not to use.

3. Branching off from the people boxes, draw boxes that name places you go or activities you can do with these people.

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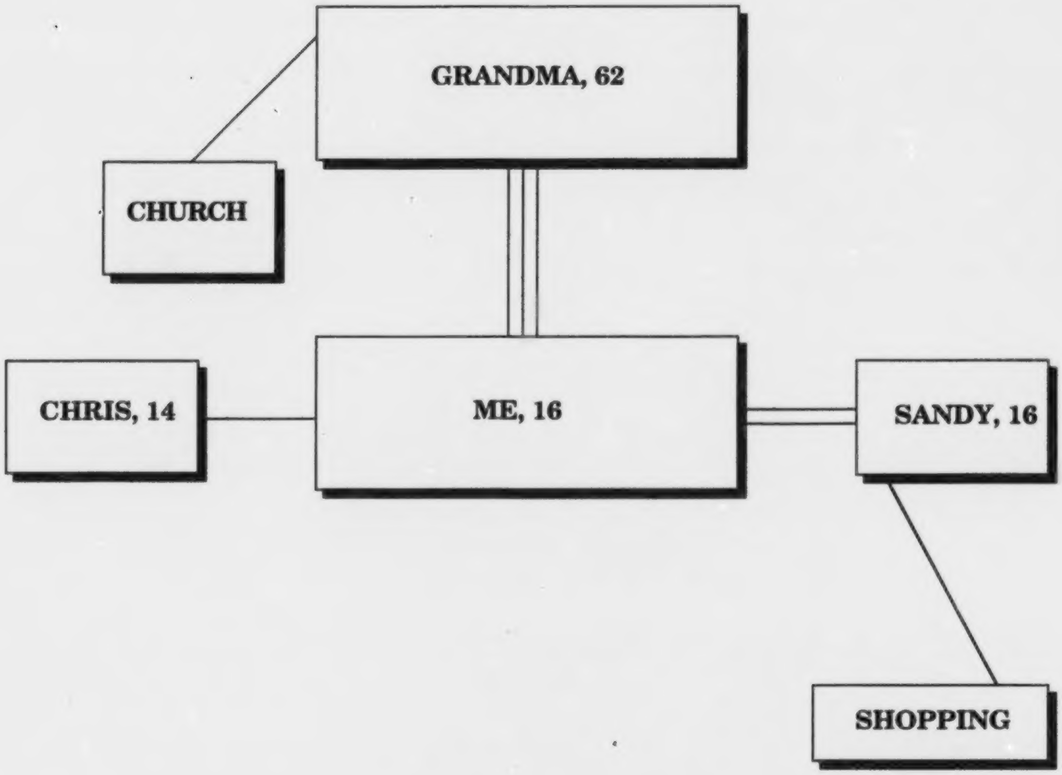
EXAMPLE: LINES OF SUPPORT


GRANDMA, 62
CHURCH
CHRIS, 14
ME, 16
SANDY, 16
SHOPPING

RISKY PEOPLE & PLACES

Draw a poster of people who are unsupportive of your efforts to decrease drug use. These may be friends, relatives, or anyone else who may affect your recovery. Refer to the example below as you read the following directions.

1. Draw boxes around a central box that has your name in it. In the boxes around you, list each unsupportive person's name and age. Identify these people as:

   NU = No use of alcohol or other drugs
   SU = Social use of alcohol or other drugs
   A = Abuse of alcohol or other drugs
   R = Recovering from substance abuse

2. Show these people's relationship to you by drawing lines that connect the boxes.

   ||| A person who would actively pressure you to use.

   || A person who would use when you are present.

   | A person who would avoid you because you are recovering.

3. Branching off from the people boxes, draw boxes that name places and situations where you might use drugs with this person.

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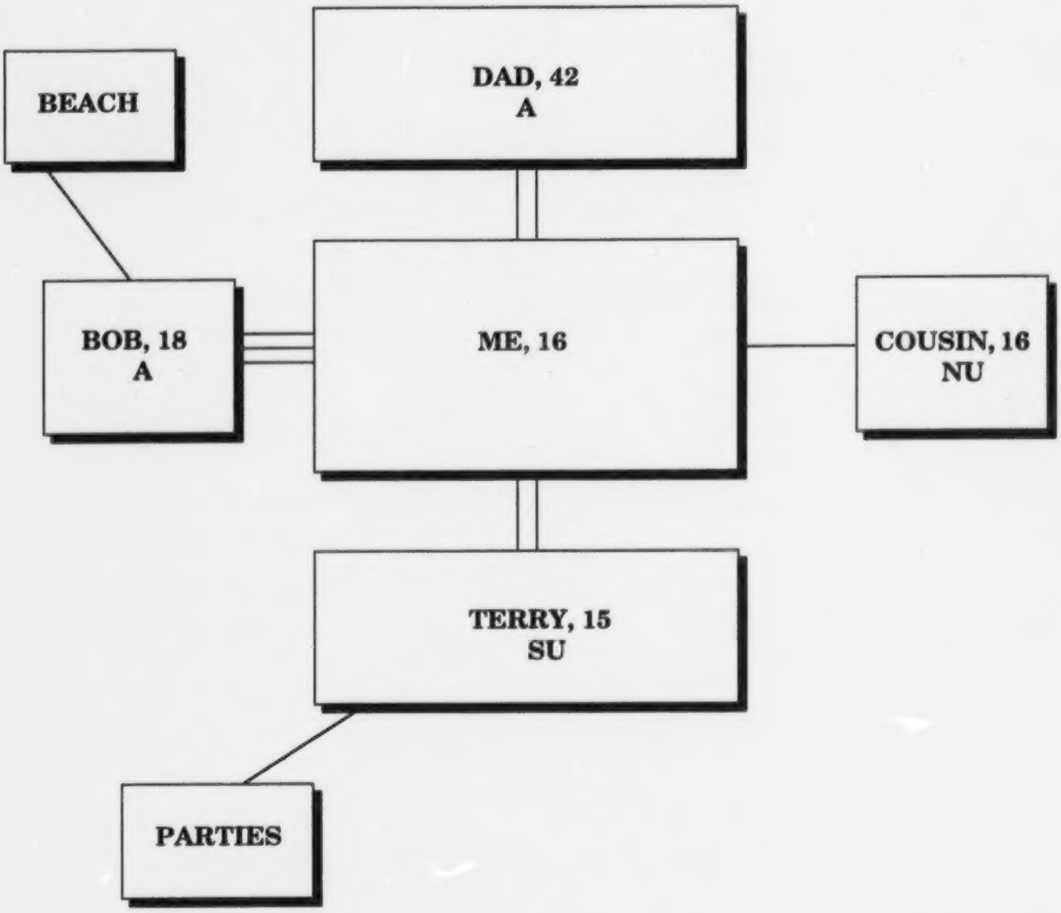
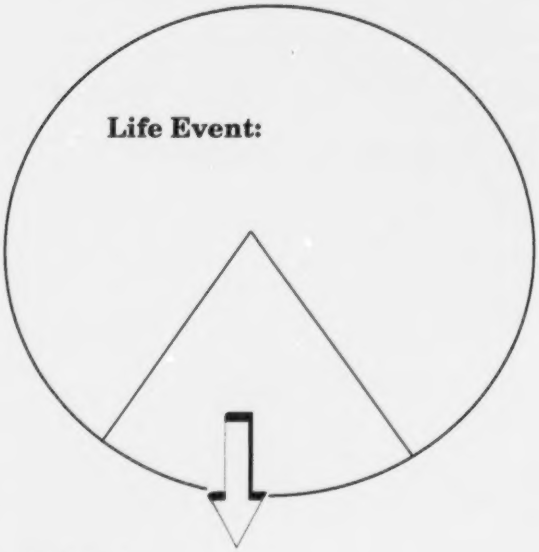
EXAMPLE:
RISKY PEOPLE & PLACES


BEACH
DAD, 42
A
BOB, 18
A
ME, 16
COUSIN, 16
NU
TERRY, 15
SU
PARTIES

YOUR PIECE OF THE PIE



I am personally responsible for . . .

I am not responsible for . . .

I am making these specific choices . . .

STRESS-REDUCTION TIPS

USE POSITIVE SELF-TALK

Understand that what you say to yourself will have a direct effect on your actions . . . good or bad.

TALK OUT YOUR WORRIES

It helps to share worries with someone you trust and respect. Sometimes another person can help you see a new side to your problem and thus a new solution.

WORK OFF STRESS

If you are angry or upset, try to blow off steam physically by activities such as running, playing tennis, swimming, or gardening.

LEARN TO ACCEPT WHAT YOU CANNOT CHANGE

By accepting things that you cannot change, you can give more energy to those things you can change.

AVOID SELF-MEDICATION

Many chemicals, including alcohol, can cause more stress than they solve. The ability to handle stress comes from within you, not from the outside.

GET ADEQUATE REST

Too much or too little sleep can affect your mood and performance at school and on the job. Make good, balanced rest a priority.

BALANCE WORK AND RECREATION

Reward yourself for hard work by doing more activities you enjoy.

DO SOMETHING FOR OTHERS

Sometimes when you are distressed, you concentrate too much on yourself and your situation. When this happens, it is often wise to do something for someone else and get your mind off your situation for awhile.

GIVE IN ONCE IN AWHILE

Try giving in instead of fighting and insisting you are always right.

MAKE YOURSELF AVAILABLE

Instead of withdrawing and feeling sorry for yourself, get involved.

EVERYONE MAKES MISTAKES

Yes, even you. It's not the end of the world, and life goes on.

TAKE ONE THING AT A TIME

"Rome wasn't built in a day." Give yourself a break! You get to a goal or resolution of a problem, one step at a time. Reward yourself every step of the way.

ALWAYS CONSIDER ALL YOUR OPTIONS

Don't limit your response to a conflict to just one or two choices. Take the time to think out what would be your best choice.

INTERPERSONAL COMMUNICATION

INTERPERSONAL COMMUNICATION CONTENTS

Background

Focus: Communication Goals

- Session 1: Communicating Acceptance of Self & Others
- Session 2: Strength Bombardment

Skill 1: Sending & Receiving Clear Messages

- Session 1: A Communication Model
- Session 2: Sending "I" Messages
- Session 3: Active Listening

Skill 2: Helping Friends

- Session 1: Helping S.T.E.P.S.
- Session 2: Helping vs. Enabling

Skill 3: The Give & Take of Conflict Negotiation

- Session 1: Helpful vs. Hurtful Attitudes in Conflict Negotiation
- Session 2: S.T.E.P.S. to Conflict Negotiation

Application–Achievement: Negotiating with Teachers

Application–Drug-Use Control: Saying "No"

Application–Mood: Strengthening Friendships & Improving Mood

Boosters

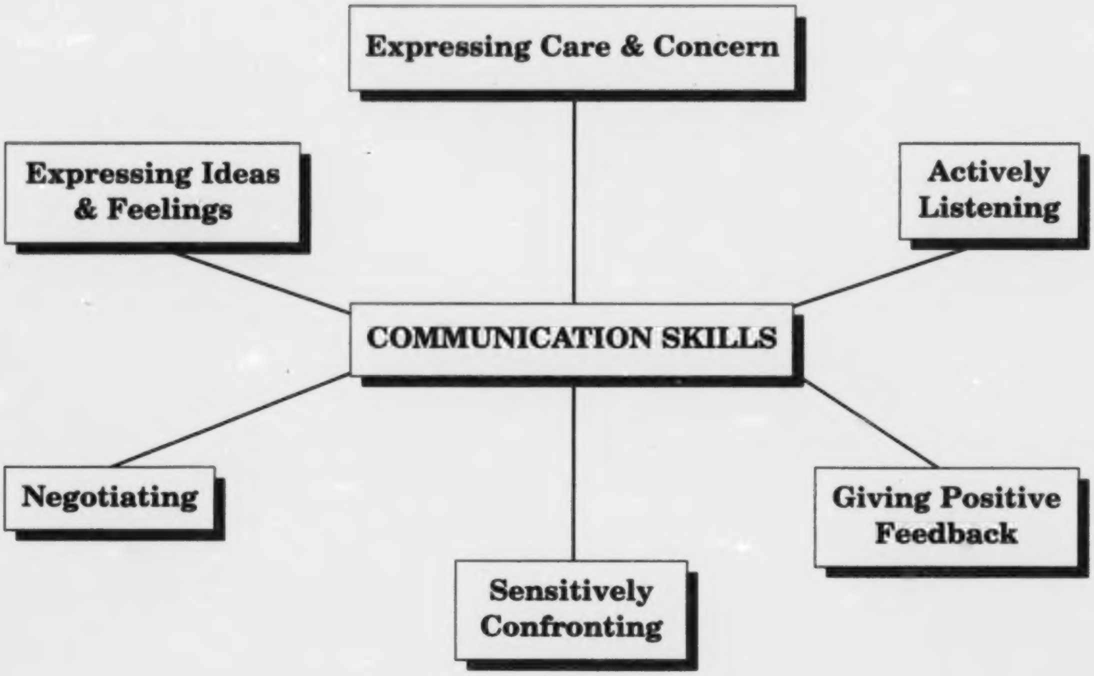
- Masks
- *RY* Yearbook
- Get the Message?
- Evaluating Group Talk
- Using Helping Skills
- The Rescue Triangle
- Dealing with Parents
- Breaking the Ice

INTERPERSONAL COMMUNICATION

BACKGROUND

INTERPERSONAL COMMUNICATION

Definition: The verbal and nonverbal exchanges between people that define their relationships to one another.


Expressing Care & Concern
Expressing Ideas & Feelings
Actively Listening
COMMUNICATION SKILLS
Negotiating
Giving Positive Feedback
Sensitively Confronting

COMPONENTS OF INTERPERSONAL COMMUNICATION SKILLS TRAINING

Needs Assessment

Lack of interpersonal communication skills is a key factor in dysfunctional behavior. Poor interpersonal communication skills have been linked to depression, loneliness, and despair. Youth who are disconnected from school typically have difficulty communicating with family and teachers. Deficiencies in communication widen existing emotional distances and reinforce students' self-image as "outsiders" rather than "insiders," as "losers" rather than "winners."

These students are often clear about what they want or need from other people, but feel either no responsibility or no control in effecting needed changes in relationships. For example, when these students are asked what they need in a learning environment, they will give the following types of responses:

Teachers who . . .

(1) are enthusiastic about what they're teaching.

(2) love kids.

(3) make learning fun.

(4) share themselves and their experiences.

Teachers who respect you by . . .

(1) talking to you personally.

(2) caring about how you are doing.

(3) giving you handwritten notes about progress.

However, these same students will blame others and stereotype classes, staff, and other students with such typical comments as "Nobody takes an interest in me" or "The teacher is such a geek, and I don't know anyone in the class, and besides it's way too hard."

Deficiencies in interpersonal communication skills are closely tied to self-esteem and personal control issues. Attempts to help students improve communication skills must be accompanied by efforts to build self-esteem and establish an "internal locus of control."

Key Concepts

The first step in any skills training involves building awareness of the needs for, and uses of, the skill. This first step is also known as the conceptual or cognitive component of skills training. Typically, key concepts are introduced early in training and are continually reinforced throughout the practice and application of the skill.

Key concepts should provide convincing answers to the question "Why do this?" To reconnect with school, students need to find relevancy. Interpersonal communication skills are highly relevant to high school students, who place great value on friendships. This unit helps them develop healthier relationships with friends, family, teachers, and other school personnel. These skills will last them a lifetime.

In the *RY Interpersonal Communication Unit*, key concepts include important information about how communication works and motivating reasons for becoming competent communicators. Sessions in the unit are built on the following key concepts:

SESSIONS	**KEY CONCEPTS**
Focus	• Acceptance of self and others is the basis for successful communication. • As self-acceptance grows, so too does acceptance of others.
Skill 1	• Clear communication occurs when both the sender and receiver of a message have the same understanding of the message. • We can improve relationships by sending clear messages and by listening and responding clearly to others' messages.
Skill 2	• We help friends when we express care and concern and give support. • We do not help friends when we enable their unhealthy behaviors.
Skill 3	• Successful negotiation of conflicts results in both parties being satisfied—a "win–win" situation. • Good communication and problem-solving skills are the means to successful negotiation.
Application–Achievement	• Staying focused on specific goals for negotiation decreases power struggles with teachers or other authority figures. • Good communication skills facilitate the negotiation process.
Application–Drug-Use Control	• Saying "no" nicely and effectively is a skill that can be learned.

- Saying "no" when we want to increases our self-esteem.

Application–Mood

- Healthy friendships can improve mood and increase our self-esteem.
- Good communication skills build healthy friendships.

Objectives

Interpersonal communication objectives are clearly defined and observable. Students agree on the goals of interpersonal communication and evaluate their skills practice in terms of those goals.

Student Objectives

Students will . . .

1. Express care and concern for group members.
2. Practice active listening.
3. Express ideas and feelings clearly.
4. Practice negotiating skills with peers, parents, and teachers.
5. Practice refusal skills to resist peer pressure.

Teacher Objectives

Teachers will . . .

1. Build awareness of need for and uses of communication skills.
2. Identify behaviors in each communication skill.
3. Provide opportunities for students to practice behaviors.
4. Provide feedback on students' performance of behaviors.
5. Help students set goals for integrating behavior to handle problems inside and outside of group.
6. Emphasize group communication skills to build a positive peer culture in *Reconnecting Youth*.
7. Model communication competencies.

Strategies

The strategies used in communication skills training include *RY* group processes, such as problem solving, decision making, goal setting, coping, and supporting. Role play, group discussion, modeling, games, and real-life applications are the principal modes used to implement the strategies. The following specific communication skills support the *RY* group processes:

***RY* GROUP PROCESSES**	**INTERPERSONAL COMMUNICATION SKILLS**
Problem Solving	• Sending "I" messages (Skill 1)
	• Giving feedback (Skill 1)
	• Helping friends (Skill 2)
	• Setting personal limits (Skill 2)
	• Negotiating (Skill 3)
Decision Making	• Setting goals for negotiation with teachers (Application–Achievement)
	• Setting goals for making and improving friendships (Application–Mood)
	• Saying "no" in drug-use and other pressure situations (Application–Drug-Use Control)
Coping	• Identifying personal strengths to increase self-acceptance (Focus)
	• Identifying helpful vs. hurtful attitudes in conflict negotiation (Skill 3)
	• Using negotiation skills with teachers (Application–Achievement)
	• Saying "no" in drug-use and other pressure situations (Application–Drug-Use Control)
	• Monitoring efforts to improve mood by improving friendships (Application–Mood)
Supporting	• Expressing care and concern for group members (Focus)
	• Actively listening (Skill 1)
	• Giving feedback (Skill 1)
	• Practicing helping steps (Skill 2)

Group Support System

RY groups strive to create an open, trusting environment that makes it possible to practice interpersonal communication skills. Students have described helpful communication in *Reconnecting Youth:*

> *What I liked best was talking and getting many different opinions about things. To be able to tell somebody about my problems without getting yelled at.*
>
> *Being able to be as open as I needed or wanted without worrying about whether or not I might get in trouble for my dastardly deeds.*
>
> *Direct talk. We talked about things that we were having trouble with at that period of time in our life.*
>
> *I really enjoy listening to others in the group, especially when we talk about problems. It makes me feel better knowing that they listen and that maybe what I say can help them.*

The activities in the *Interpersonal Communication Unit* call for a high level of group interaction, grounded in the type of trust and openness students describe above. In nearly every session, students practice a communication skill through role plays, followed by group discussion and evaluation. As students see the skills at work in their daily group communication processes, confidence and competence build for applying the skills to their own lives and to the specific program goals.

IMPLEMENTING THE INTERPERSONAL COMMUNICATION UNIT

Preparations

The interpersonal communication sessions are best introduced in the middle-to-late phases of *RY* because the activities require a high level of group interaction and some fairly sophisticated skill work. However, individual activities can be pulled from sessions as needs arise. For example, if the group is having problems with giving each other constructive feedback, the exercises on sending "I" messages and giving accurate feedback in Skill 1 may be of immediate use, even in the early phase of *RY*. Another example might be that some students bring up serious problems their friends are experiencing and question how to help them. Teaching students the helping steps from Skill 2 gives students a skill relevant to them at that particular time. Skill building and refinement of group processes in other unit sessions will give students a foundation for the skills training in *Interpersonal Communication*. For example, the basis of building trust, establishing ground rules for communication, and expressing care and concern occur in the *Getting Started* sessions. The following sessions from other units are good preparation for students' work in the *Interpersonal Communication Unit*:

PREPARATORY SESSIONS ➠	**INTERPERSONAL COMMUNICATION SESSIONS**
Getting Started: Day 2; Self-Esteem Focus, Skill 1, Skill 2, Session 2; Boosters: "Growing Self-Esteem," "Coat of Arms," "Finding the Source," "Brown Bragging It," "Praise Waves"	Focus: "Communication Goals"
Getting Started: Day 2; Self-Esteem: Focus	Skill 1: "Sending and Receiving Clear Messages"
Self-Esteem: Focus, Session 3; Decision Making: Skill 1; Personal Control: Skill 2	Skill 2: "Helping Friends"
Personal Control: Skill 1, Sessions 1–3	Skill 3: "The Give & Take of Conflict Negotiation"
Self-Esteem: Application–Achievement; Decision Making: Application–Achievement	Application–Achievement: "Negotiating with Teachers"
Self-Esteem: Application–Drug-Use Control; Decision Making: Application–Drug-Use Control; Personal Control: Application–Drug-Use Control	Application–Drug-Use Control: "Saying No"
Self-Esteem: Application–Mood; Decision Making: Application–Mood; Personal Control: Skills 2–3	Application–Mood: "Strengthening Friendships and Improving Mood"

Real-Life Application of Skills

Interpersonal communication skills provide tools for students to reconnect with themselves, their friends, family, and school. After each skill session, emphasis is placed on real-life application. Following up on students' use of the skills in their lives should become part of the daily agenda. For instance, after students have practiced ways of strengthening friendships in the Application–Mood session, have students report on their attempts to use some of the techniques. Other activities to help students reconnect with school and the community are detailed in the "Social Activities and School Bonding" section of this guide.

Communication plays a major role in problem solving. To the extent that *RY* is about problem solving, it is also about communicating. As students bring their problems to group for advice and support, communication issues such as conflict resolution and negotiation must become part of the process of identifying and seeking solutions to problems. Gradually, students should become familiar with the vocabulary of communication: message, feedback, active listening, "I" messages, negotiation, compromise. Spotting communication problems as part of larger problems opens up solutions to both personal and *RY* group problems.

INTERPERSONAL COMMUNICATION

FOCUS

COMMUNICATION GOALS

OVERVIEW

Summary

Individual communication skills evolve from *RY*'s positive peer culture. As the group demonstrates care and concern for one another, they practice helpful communication skills. These sessions focus the group's attention on acceptance of self and others as the basis for successful communication.

Key Concepts

1. Acceptance of self and others is the basis for successful communication.
2. As self-acceptance grows, so too does acceptance of others.

Learning Objectives

Students will . . .

1. Identify examples of communication that conveys the message, "I'm OK, you're OK."
2. Increase self-acceptance and acceptance of others by helping each other identify personal strengths.

Preparations

Session 1

1. Review session.
2. Write messages on index cards. (See "Group Works in Smaller Groups" section of this session.)
3. Make copies of "Interpersonal Communication: An Overview."

Session 2

1. Review session.
2. Make copies of "Improving Communication."

Materials

Session 1

1. Flipchart, markers.
2. Index cards.
3. Copies of "Interpersonal Communication: An Overview" for each student.

Session 2

1. Flipchart, markers.
2. Copies of "Improving Communication" for each student.

SESSION 1: COMMUNICATING ACCEPTANCE OF SELF & OTHERS

INTRODUCTION

Check In

Have students update the monitoring charts in their notebooks. As you check in with students, ask them to share a communication they recently had that made them feel good.

Negotiate Agenda

Ask students who would like time today. Include unfinished business and today's topic on the agenda: **Communication Goals.**

Provide Rationale

Explain that communication is at the heart of many of life's challenges. In the next few weeks, they'll have an opportunity to describe what they'd like to have happen in their communication with other people. They'll also practice applying group communication skills to their wider circles of friends and family.

ACTIVITIES

Group Works in Smaller Groups

Divide the group into four smaller groups and give each group one index card on which you have written one of the following sentences (or one of your own examples):

I'm smart and you're dumb.
I'm dumb and you're smart.
I'm dumb and you're dumb.
I'm smart and you're smart.

Next, draw four bubbles on the flipchart. In each of the bubbles, write one of the following communication messages:

I'm OK, you're not OK.
I'm not OK, you're OK.

> *I'm not OK, you're not OK.*
>
> *I'm OK, you're OK.*

Explain that the words in the bubbles are different underlying messages that people, knowingly or unknowingly, convey to one another.

Small Groups Discuss

Tell groups to discuss which of the four messages the sentence on their index card conveys. Ask groups to also think of other examples that convey that same message. Have a student from each group write their group's sentence and other examples they discussed in the appropriate bubble.

Groups Share

Have a representative from each group discuss their examples. Other groups can offer additional examples and feedback.

Group Processes

Ask students:

> *Which of the four messages have we been trying to communicate to each other in RY? What examples of this communication have you heard in group?* ("I'm OK, you're OK.")

Praise Group

Share your own examples of the group's efforts to enhance each other's self-esteem throughout the semester.

Emphasize Key Concept

Reinforce the key concept that successful communication is more likely to occur when people start with an "I'm OK, you're OK." attitude.

CONCLUSION

Pass Out "Interpersonal Communication: An Overview"

Pass out "Interpersonal Communication: An Overview" to each student. Discuss the communication skills the group will be practicing in this unit. Ask students to name other communication goals they'd like to achieve. Write students' ideas on the flipchart and refer to the list throughout communication skills practice.

INTERPERSONAL COMMUNICATION: AN OVERVIEW

Definition: The verbal and nonverbal exchanges between people that define their relationships to one another.

COMMUNICATION SKILLS

- Expressing Care & Concern
- Actively Listening
- Giving Positive Feedback
- Sensitively Confronting
- Negotiating
- Expressing Ideas & Feelings

GOOD INTERPERSONAL COMMUNICATION

- Helps you **UNDERSTAND** and **BE UNDERSTOOD.**
- Helps you earn someone's **TRUST** and give **SUPPORT**.
- Helps you **RESOLVE** conflicts.
- Helps you resist peer pressure with **ASSERTIVENESS**.
- Brings **EXCITEMENT, WARMTH, AND FULFILLMENT** to your relationships.

SESSION 2: STRENGTH BOMBARDMENT

INTRODUCTION

Check In

As you check in with students, ask if they've heard any "I'm OK, you're OK" messages since the last session.

Negotiate Agenda

Ask if anyone would like time on today's agenda. Include unfinished business and this session's topic: **Strength Bombardment.**

Provide Rationale

Review the idea that acceptance of self and others is the foundation of successful communication. Explain that the purpose of today's session is to "bombard" each other with praise and acceptance that, in turn, encourages acceptance of others.

ACTIVITIES

Group Brainstorms

Have the students brainstorm a list of all the strengths represented in the group—no names, just strengths. Ask for a volunteer to write the group's ideas on the flipchart.

Explain Process

Tell group that they will now "bombard" each other with acceptance by listing strengths that they recognize in each other. Tell students to write their names at the top of a piece of paper and begin passing it around the circle. Have each group member write a word or short sentence stating a strength that the person possesses. Students can use the examples on the flipchart or additional examples of their own.

Group Applies Skill

Allow time for all papers to go completely around the circle for each student's input.

Group Shares

Have each student share his/her list of personal strengths. As each student finishes, ask:

> *How did it feel to receive so much acceptance? What did you learn about yourself?* (Open answers.)

Pass Out "Improving Communication"

Pass out the handout "Improving Communication." Explain that the handout can help them think of ways to use their strengths to improve communication with other people. Also, refer back to the communication goals that the group listed in the first Focus session.

Group Sets Goals

Ask for a volunteer to share a goal that the group might use as an example of how to complete the handout. Individually or with a partner, students fill in their goals, strengths, and plans for achieving their goals. Set a date for checking back on the group's progress.

Extend

To enhance self-disclosure and self-acceptance, see the Interpersonal Communication Booster "Masks."

IMPROVING COMMUNICATION

Directions: Think about how you might use your personal strengths to improve communication. Set a goal for the next week to improve communication with someone. Make a plan to accomplish this goal by filling in the blanks.

My goal is: ______________________________

____

____

____

____

My personal strengths are: ______________________________

____

____

____

____

The ways I'll use my strengths to achieve my goal are: ______________

____

____

____

____

I'll know I achieved my goal when: ______________________________

____

____

____

____

Adapted from *Reaching Out*, by David W. Johnson, 1972.

INTERPERSONAL COMMUNICATION

SKILL 1

SENDING & RECEIVING CLEAR MESSAGES

OVERVIEW

Summary

In the Skill 1 sessions, students are presented with a communication model that emphasizes the sending and receiving of clear messages. Students practice skills that foster clear communication, such as sending "I" messages, paraphrasing, reflecting feelings, and asking clarifying questions.

Key Concepts

1. Clear communication occurs when both the sender and receiver of a message have the same understanding of the message.
2. We can improve relationships by sending clear messages and by listening and responding clearly to others' messages.

Learning Objectives

Students will. . .

1. Define clear communication.
2. Practice sending "I" messages.
3. Practice giving feedback.

Preparations

Session 1

Review session.

Session 2

1. Review session.
2. Make copies of the handout " 'I' Messages" for each student.

Session 3

1. Review session.

2. Make copies of the handout "Active Listening Actions" for each student.

Materials

Session 1

1. Flipchart, markers.
2. Softball.

Session 2

1. Flipchart, markers.
2. Copies of the handout "'I' Messages" for each student.

Session 3

1. Flipchart, markers.
2. Copies of the handout "Active Listening Actions" for each student.

SESSION 1: A COMMUNICATION MODEL

INTRODUCTION

Check In

As you check in with students, ask if they have anything to report on the communication goals they set in the previous session. Have the students update their monitoring charts.

Negotiate Agenda

List the names of students who would like time on today's agenda. Add unfinished business and the topic: **Sending and Receiving Clear Messages.**

Provide Rationale

Explain that they cannot control how another person chooses to respond to them; however, they can control what they themselves say and how they listen. The next few sessions will focus on the "how" of communication; that is, how to increase the chances of sending and receiving clear messages.

ACTIVITIES

Present Model

Explain that you'd like the group to demonstrate the communication process by playing a game that involves tossing a ball back and forth. Have them form a wide circle, but not so wide as to make catching the ball difficult.

Tell students to throw the ball back and forth to one another without letting anyone know to whom they will throw the ball. The group's goal is to keep the ball in motion, not to be tricky and cause someone to drop it.

Begin the game by tossing the ball to someone. Keep the game going at the initial pace for a minute. Ask students to increase the pace and continue for another minute. If you like, increase the pace again for another minute.

Group Processes

Gather the group in their discussion circle and ask:

> *What skills did you use to keep the ball going without dropping it?* (Possible answers: aiming accurately, keeping eye on the ball, concentrating.)

Introduce Concept

Explain that their game is, in some ways, like communication. In communication, the ball being tossed back and forth is the MESSAGE—what someone is trying to say. The person who sends the message is called the SENDER. The person who receives the message is the RECEIVER. (Write key words on the flipchart.)

Tell students that a message can get dropped or lost in communication, just as the ball can get dropped in the game.

Group Shares

Ask students to share examples of being on either the sender or the receiver end of communication when the ball got dropped and the message was misunderstood.

Group Brainstorms

Label two columns on the flipchart: SENDER and RECEIVER. Based on the experiences that they shared, have the group brainstorm ideas for sending and receiving clear messages. Write the ideas under the appropriate columns. Later, type the list and pass it out to the group.

CONCLUSION

Stress Key Concepts

Emphasize the idea that, when the sender and receiver mutually understand a message, successful communication takes place. Successful communication is a key to satisfying relationships. Tell students that in the next two sessions, they'll practice sending and receiving clear messages.

Praise Group

Praise students for keeping their eyes on the ball today!

SESSION 2: SENDING "I" MESSAGES

INTRODUCTION

Check In

Have students update their monitoring charts. As you check in with students, ask if they've observed anything about their own communication in the last 24 hours that has been successful or unsuccessful.

Negotiate Agenda

Ask who would like time on today's agenda. Write on the agenda unfinished business and today's topic: **Sending "I" Messages.**

Provide Rationale

Review the communication model presented in the last session (SENDER, RECEIVER, MESSAGE). Emphasize students' ability to control the messages they send to other people. Today's session will focus on sending clear messages.

ACTIVITIES

Introduce Concept

Tell students that one of the biggest helps to clear communication is to send "I" messages, particularly in situations where strong emotions are involved. Give students examples of "I" vs. "You" messages from your own experiences as a teacher. For example:

> "You" message: *You've been disrupting my class all week.*
>
> "I" message: *I've been upset this week because when you talk to other people during class, I can't teach and other students can't learn.*

Explain that "I" messages tend to defuse an emotional situation. By sending "I" messages, students take responsibility for feeling angry or frustrated, rather than attack the other person. The focus is on the behavior or problem, rather than on people's characters.

Pass Out "'I' Messages"

Divide the group into four smaller groups and give each student a copy of the handout "'I' Messages." Read the directions on the handout and work through the first situation with the entire group as an example. Assign each group one of the situations for which they will write contrasting "I" and "You" messages.

Group Shares

Have each group share their version of "I" and "You" messages. Invite the rest of the group's feedback.

Group Discusses

Ask students:

> *Can you remember a situation where using "I" messages may have resulted in a more successful communication with someone?* (Open answers.)
>
> *What can you do if you attempt to use "I" messages, but the person you're dealing with continues to respond with "you" messages?* (Keep coming back to the problem or situation. If the other person continues to attack or dwell on personalities, you may have to postpone the discussion until emotions have cooled.)

CONCLUSION

Group Applies Skill

Wrap up discussion by asking students to try sending an "I" message to someone before the next session. In the next session, they can report on the responses they got.

Extend

See the Interpersonal Communication Booster "Evaluating Group Talk" to periodically monitor the effectiveness of group communication.

"I" MESSAGES

Directions: For each of the possible conflict situations below, write a "You" and an "I" message that the person with the strong feelings in the situation might send.

SITUATION	"YOU" MESSAGE	"I" MESSAGE
1. A father is upset because his teenage daughter has come in after her curfew again.		
2. A child is upset because his older brother will not share a family bicycle with him.		
3. A mother is upset because her son has once again sat down to watch T.V. before he did his chores.		

SITUATION	"YOU" MESSAGE	"I" MESSAGE
4. Sharon promises to return the book she borrowed from Helen, but even after a friendly reminder she forgets.		
5. John arranges to meet his friend Mike after work. John shows up 45 minutes late and offers no apology or excuse.		

SESSION 3: ACTIVE LISTENING

INTRODUCTION

Check In

After students have updated their monitoring charts, go around the circle and have students share examples of "I" messages they've used since group yesterday.

Negotiate Agenda

Ask who would like time today. List unfinished business and today's topic on the agenda: **Active Listening.**

Provide Rationale

Tell students that, because communication is a two-way street, the chances of successful communication increase when clear messages are both sent and received. In today's session, they'll practice being on the receiving end of communication.

ACTIVITIES

Group Brainstorms

Write **Active Listening** at the top of the flipchart. Ask the group to brainstorm actions or words that indicate that a person is actively listening to what someone else is saying. Have a volunteer write the group's ideas on the flipchart. Ask the group:

> *Can you think of any times when you benefitted from the group actively listening to you?* (Open answers. Add your own examples.)

Emphasize Key Concept

Emphasize that an active listener communicates that she/he cares about the other person. On the other hand, if the listener is uninterested or critical, she/he sends the message, "I don't care about you."

Pass Out "Active Listening Actions"

Pass out the handout "Active Listening Actions." Review the listening behaviors that encourage understanding vs. those that discourage understanding. Have students add other actions from the group's list that they feel are extremely important.

Group Evaluates

Ask the group to evaluate their active listening today. Go down the list of listening behaviors and have students name people (including themselves) who were particularly good at specific active listening skills today.

CONCLUSION

Praise Group

Praise the group for their efforts to give and receive clear messages that communicate care and concern to each other. Encourage students to use their new skills this week—"I" Messages, Active Listening—and report back on whether communication improved as a result. Students can also heighten their awareness of clear communication by continuing to observe other people.

Extend

See the Booster "Get the Message?" to practice listening for the feeling content of messages.

ACTIVE LISTENING ACTIONS

Actions that Encourage Understanding

Body Language
- Making eye contact
- Nodding
- Leaning forward
- Saying "uh-huh"

Paraphrasing
- "I hear you saying ... is that right?"
- "It seems that ... is that right?"

Reflecting Feelings
- "It sounds as though you feel ... is that right?"

Asking Clarifying Questions
- "Do you mean ... ?"
- "Can you tell me more about ... ?"

Actions that Discourage Understanding

- Talking to someone else
- Playing with something
- Spacing out
- Making a value judgment
- Changing the subject
- Talking about yourself
- Saying you're not interested

INTERPERSONAL COMMUNICATION

SKILL 2

HELPING FRIENDS

OVERVIEW

Summary

Students build on the communication skills they practiced in the previous sessions with the goal of helping friends who need their support. They also learn to avoid giving help that enables unhealthy behaviors.

Key Concepts

1. We help friends when we express care and concern and give support.
2. We do not help friends when we enable their unhealthy behaviors.

Learning Objectives

Students will . . .

1. Identify signs of friends in need of help.
2. Practice expressing care and concern to friends.
3. Role-play problem solving with friends.
4. Define personal limits to helping friends.
5. Distinguish between enabling and non-enabling behavior.

Preparations

Session 1

1. Review session.
2. Prepare index cards with problem situations. (See "Group Works in Partners" section of this session.)
3. Make copies of the handout "Helping S.T.E.P.S." for each student.

Session 2

1. Review session.
2. Make copies of the handout "Helping vs. Enabling" for each student.

Materials

Session 1

1. Flipchart, markers.
2. Index cards.
3. Copies of the handout "Helping S.T.E.P.S." for each student.

Session 2

1. Flipchart, markers.
2. Copies of the handout "Helping vs. Enabling" for each student.

SESSION 1: HELPING S.T.E.P.S.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Go around the circle and ask students to share any recent observations they've made about their own, or other people's, communication.

Negotiate Agenda

Ask who would like time today. Include unfinished business and today's topic on the agenda: **Helping S.T.E.P.S.**

Provide Rationale

Explain that, as they learn to help themselves in *RY*, they're also learning to help other people. The communication skills they've been practicing are excellent tools for helping people that they care about. Today, they'll combine their communication skills with the S.T.E.P.S. process they've learned in order to help friends who may need their support.

ACTIVITIES

Group Discusses

Ask students:

> *How can you tell when your friends are in trouble? What are the signals?* (Open answers. Possible answers: Habits, behavior, appearance changes. They may tell you they're in trouble.)
>
> *How do you decide whether or not you're going to try to help a friend?* (Open answers. Possible answers: Depends upon the closeness of the friendship; how sure I am there is a problem; how serious the problem is—that is, the problem may require professional help; how open the person is to help at the time.)
>
> *What are the advantages and disadvantages of trying to help friends?* (Open answers. Possible answers: Advantages may include the satisfaction of helping someone you care about, learning about yourself, strengthening friendships. Disadvantages may be that

helping can be risky if the friend rejects your help or becomes defensive, or if you get bogged down in the friend's problem.)

Pass Out "Helping S.T.E.P.S."

Pass out the handout "Helping S.T.E.P.S." to each student. Explain that this is a S.T.E.P.S. approach to helping friends, which also uses the communication skills they've been practicing. Read through the steps on the handout.

Group Works in Partners

Tell students to pick a partner with whom they haven't worked in a while. Pass out to each pair an index card on which you've written a short description of a problem that a friend might need help with. Make the problems wide-ranging and relevant to issues the group has discussed during the semester. Categories of problems might include:

Personal (self-image, health, mood)

Relationships

Drug Use

School

Example: Jan has gained 20 pounds since the beginning of school. She's failing P.E. because she won't change into P.E. clothes.

Model

Model the role play each pair will develop by first demonstrating a situation with a volunteer. Play the role of the helper following the steps listed on the handout. You can pause after each step for explanation, questions, or feedback.

Group Shares

Give partners time to develop their role play using the helping steps. Have partners present their role play, pausing for group feedback after each one.

CONCLUSION

Praise Group

Praise the group's helping skills and their ability to work together. Point out that their ability to work with each other comes from their care and concern for each other. Note that the helping process begins and ends with care and concern.

Preview

Tell students that in their next session they'll apply the helping steps to situations in which friends ask for help that actually harms them. They'll consider personal limits to helping friends.

Extend

See the Interpersonal Communication Booster "Using Helping Skills," which students can use to track their efforts to help friends.

HELPING S.T.E.P.S.

Stop...	Pay attention to signs of trouble. Express your care and concern: “You look....” “You sound...” “I saw....” “I heard....”
Think...	Identify the problem together. Paraphrase thoughts: “I hear you saying... is that right?” Reflect feelings: “It sounds as though you feel... is that right?”
Evaluate ...	Explore options together. Ask clarifying questions: “Can you tell me more about...?”
Perform ...	Find out what the person is going to do. Set a date to follow up.
Self-Praise ...	Offer help, support, and praise. Reaffirm your friendship.

SESSION 2: HELPING VS. ENABLING

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. As you check in with students, ask if they've had an opportunity to use the helping steps with a friend.

Negotiate Agenda

List the names of students who would like time on today's agenda. Include unfinished business and today's topic: **Helping vs. Enabling.**

Provide Rationale

Explain that the helping steps they've been practicing support healthy, rather than harmful, decision making. Today, they'll look at help that can hurt if it enables harmful behaviors. Write the word "enabling" on the flipchart and the definition: *Anything that helps a person with a problem avoid facing the negative consequences of that problem.*

ACTIVITIES

Group Discusses

Ask students:

> *Can you think of a situation where a friend asked for your help that would make it possible for her/him to continue doing something harmful?* (Open answers. Possible situation might include lending a friend money for drugs, covering up for a friend who skipped school or stayed out all night.)
>
> *Are you ever tempted to give a friend what he/she asks, even though you know it's harmful to the person? Why or why not?* (Open answers. Possible answers: Don't want to lose the friendship, not sure how serious the friend's problem really is.)

Review

Tell students to take out the "Helping S.T.E.P.S." handout that they used in the previous session. Explain that the same helping steps apply in situations where they don't want to enable a friend's harmful behavior. But that, in addition, students must set personal limits, making it clear what they will and will not do for the friend. Use the "piece of the pie" analogy from the Personal Control Booster "Your Piece of the Pie." Draw the pie on the flipchart. Show students how they can cut out pieces of the pie that define what they won't do. For example, "I will not get myself in trouble" or "I will not lend money in support of illegal activities."

Pass Out "Helping vs. Enabling"

Pass out and discuss the "Helping vs. Enabling" handout. Model a role play with a volunteer. Get feedback from the group.

Group Works in Small Groups

Have students form small groups and choose role play #1 or #2 or make up their own role play, #3. Tell groups to demonstrate both the enabling and helping approaches.

Group Shares

Have each group perform their helping vs. enabling role plays. Allow time for whole-group discussion after each role play.

CONCLUSION

Praise/Support Group Process

Praise the group's cooperative work in today's session. Underscore the group's ability to support each other when they're faced with such challenging situations. Encourage students to come to the group for input and support when they're wondering how best to help a friend.

Extend

To further students' understanding of the enabling syndrome, see the Interpersonal Communication Booster session "The Rescue Triangle."

Helping vs. Enabling

ROLE PLAY #1

Best Friend of Chemically Dependent Person

Situation: Your best friend asks to borrow money to make a payment on car insurance.

Enabling: Reluctantly, after getting several promises and reminding your friend that you've loaned money before, you once again loan money.

Helping: Tell your friend you really care about him/her, and you're sorry he/she doesn't have insurance money, but this would be the third time you've loaned money because your friend is spending the money on dope, and besides, he/she never pays you back. Say you will no longer loan money, but you will go with him/her to see a counselor to get some help.

Helping Steps

1. **Express your care and concern.**
2. **Identify the problem.**
3. **Explore the alternatives.**
4. **Find out what the person is going to do.**
5. **Offer your help and/or support.**

ROLE PLAY #2

Classmate of Chemically Dependent Student

Situation: Your friend asks you to lie and tell his/her parents that he/she spent the night at your house.

Enabling: Reluctantly, after identifying other times you've covered for this person by lying and the trouble you got into because of it, you end up saying, "OK, just one more time!" You get promises about the future.

Helping: Say things like, "I'm sorry if you'll get into trouble with your parents, but I can't lie for you anymore. The last time, I really got into trouble with my dad. I'm really concerned about you, (name). This is the third time this month you've gotten drunk and either passed out or not been able to go home. If you would like me to go with you to talk with a counselor about this, I will, but I'm not going to lie or cover up for you anymore."

Helping Steps

1. **Express your care and concern.**
2. **Identify the problem.**
3. **Explore the alternatives.**
4. **Find out what the person is going to do.**
5. **Offer your help and/or support.**

ROLE PLAY #3

Develop Your Own Role Play

Situation: Describe the situation.

Enabling: Role-play the situation in an enabling fashion.

Helping: Role-play the situation a second time, this time not enabling but helping.

Helping Steps

1. **Express your care and concern.**
2. **Identify the problem.**
3. **Explore the alternatives.**
4. **Find out what the person is going to do.**
5. **Offer your help and/or support.**

COMMUNICATION

INTERPERSONAL

SKILL 3

THE GIVE & TAKE OF CONFLICT NEGOTIATION

OVERVIEW

Summary

Students apply the S.T.E.P.S. process, along with communication skills, to develop a method for negotiating conflicts.

Key Concepts

1. Successful negotiation of conflicts results in both parties being satisfied—a "win–win" situation.
2. Good communication and problem-solving skills are the means to successful negotiation.

Learning Objectives

Students will . . .

1. Identify helpful vs. hurtful attitudes in conflict negotiation.
2. Apply communication and problem-solving skills to conflict negotiation.

Preparations

Session 1

1. Review session.
2. Make copies of the handout "Typical Conflict Behaviors" for each student.

Session 2

1. Review session.
2. Make copies of the handouts "S.T.E.P.S. to Conflict Negotiation" and "Role Plays for Conflict Negotiation" for each student.

Materials

Session 1

1. Flipchart, markers.
2. Drawing paper, colored pencils, crayons, markers.
3. Copies of the handout "Typical Conflict Behaviors" for each student.

Session 2

1. Flipchart, markers.
2. Copies of the handouts "S.T.E.P.S. to Conflict Negotiation" and "Role Plays for Conflict Negotiation" for each student.

SESSION 1: HELPFUL VS. HURTFUL ATTITUDES IN CONFLICT NEGOTIATION

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Go around the circle and ask if they've seen any changes in their communication with friends and family since they've been working on communication skills.

Negotiate Agenda

Ask who would like time today. Add unfinished business and today's topic to the agenda: **Conflict Negotiation.**

Provide Rationale

Explain that the communication skills they've been practicing play a huge role in any kind of conflict. Today, they'll describe their own typical behaviors in conflicts and explore attitudes that are helpful in resolving conflicts.

ACTIVITIES

Group Visualizes

Tell students to take a moment and visualize a recent conflict they had with someone. Pass out drawing materials and ask students to represent that conflict in some way on paper. Using figures, shapes, or simply color, ask students to convey some of the feelings involved in the conflict.

Group Shares

Have students talk about what they drew. As students share ideas about conflicts they've experienced, write the emotions they describe on the flipchart.

Pass Out "Typical Conflict Behaviors"

Pass out the "Typical Conflict Behaviors" handout. Discuss the types of behaviors listed. Have students circle behaviors that apply to them.

Group Discusses

Go around the circle and have students share one conflict behavior that they circled. Discuss the advantages, disadvantages, and consequences of the various behaviors. Emphasize the following behaviors, which are most likely to lead to successful negotiation:

- Seek mutual gain.
- Explore options for solution.
- Try to achieve agreement.
- Agree on goals.

Emphasize Key Concepts

Remind the group of their past discussions about the "I'm OK, you're OK" attitude for successful communication. Explain that this is an attitude that supports a "win–win" outcome to conflict negotiation.

CONCLUSION

Group Processes

Have group members share other ideas about what they've done as a group to successfully negotiate their conflicts. Have a volunteer write the ideas on the flipchart.

Preview

Tell students that in the next session they'll use the group's ideas to create and practice a series of steps for conflict negotiation.

TYPICAL CONFLICT BEHAVIORS

Directions: The phrases listed below describe some of the ways people act in conflict situations. Think of your behavior when you have experienced differences or conflicts with others. Circle the three phrases that best describe your behavior as you see it.

1. GO ALONG WITH THE WISHES OF OTHERS.
2. DENY THERE IS A DISAGREEMENT.
3. PERSUADE OTHERS.
4. SEEK MUTUAL GAIN.
5. TAKE CONTROL.
6. MENTALLY WITHDRAW.
7. INSIST ON RESOLUTION.
8. CONFRONT OPPOSITION HEAD-ON.
9. DICTATE SOLUTION.
10. CHANGE THE SUBJECT.
11. EXPLORE OPTIONS FOR SOLUTION.
12. RETREAT.
13. SEEK VICTORY.
14. TRY TO ACHIEVE AGREEMENT.
15. AGREE ON GOALS.

SESSION 2: S.T.E.P.S. TO CONFLICT NEGOTIATION

INTRODUCTION

Check In

Have students update their monitoring charts. As you check in with students, ask if they've experienced any conflicts since the last session and, if so, how they handled the conflict.

Negotiate Agenda

Ask who would like time today. Include unfinished business and today's topic on the agenda: **S.T.E.P.S. to Conflict Negotiation.**

Provide Rationale

Display the list of ideas for successful conflict negotiation that the group generated in the previous session. Praise students' ideas and their successful use of them in group. Tell them that today they'll use these ideas and the S.T.E.P.S. process they learned to role-play conflict negotiations.

ACTIVITIES

Pass Out "S.T.E.P.S. to Conflict Negotiation"

Pass out the handout "S.T.E.P.S. to Conflict Negotiation." Explain that this sheet incorporates the S.T.E.P.S. process, communication skills, and some of the ideas they've already discussed about conflict negotiation.

Group Discusses

Discuss each of the steps, incorporating the group's ideas in the S.T.E.P.S. process.

Group Works in Partners

Have students work in partners and pass out the handout "Role Plays for Conflict Negotiation." Have partners choose and prepare a conflict negotiation, using the S.T.E.P.S. process.

Group Shares

Have students present their role plays. After each role play, pause for group feedback.

Group Discusses

Using one of the role plays as an example, discuss the possibility of not being able to successfully negotiate a conflict, such as situations in which a parent cuts off negotiations with a "No, because I said so!" response. Have the group suggest ways to cope with being told "no."

CONCLUSION

Group Processes

Have the group discuss how their attitudes about conflict have changed since they first drew their impressions of conflicts. Do they feel more confident about handling conflicts?

Preview

Tell students that in the next few sessions they'll continue to practice their negotiating skills in real-life situations.

S.T.E.P.S. TO CONFLICT NEGOTIATION

Stop ...

IDENTIFY THE CONFLICT

- Express care and concern.
- Send "I" messages.

Think ...

EXPLORE SOLUTIONS

- Look for "common ground" between you.
- Use active listening.

Evaluate ...

EVALUATE SOLUTIONS

- Decide on a solution that benefits both of you.
- Communicate "I'm OK, you're OK."

Perform ...

TAKE ACTION!

- Work out ways to implement solution.
- Evaluate how solution is working.

Self-Praise ...

PRAISE! PRAISE! PRAISE!

- Congratulate yourselves.
- Commit to continued helpful communication and conflict negotiation.

ROLE PLAYS FOR CONFLICT NEGOTIATION

1. You would like to borrow your sister's sweater to wear to school, but you're not sure she will let you.

2. Your mother has just asked you to babysit your younger brother for a few minutes, but you had plans to meet a friend and you are already late.

3. You received an "F" on a test you just took, even though you really studied and tried to do well. You feel the grade is not a fair one.

4. The vice principal has sent for you because there was a rumor that you had been smoking on campus. You are about to go into his office and face him.

5. Lately there has been too much garbage in the cafeteria. When you are going out the door, the principal stops you and asks you to go back and pick up some waste paper, which she thinks she saw you leave.

6. You are a ninth-grader who may be late to class if you don't hurry. You have to go to the bathroom. When you get to the only nearby bathroom, it is filled with seniors who say they won't let you in.

7. You have just arrived at the library, where the rest of your class has been for the past 10 minutes. You go up to a friend to ask him the assignment, and the librarian tells you to be quiet.

8. You are very involved in the last 10 minutes of "Star Trek" on TV, when your mother asks you to set the table. She wants you to set it now, because dinner will be ready in 10 minutes.

9. Your bedtime is 10:00 on weekdays, and it is exactly 10:00. You would like to stay up until 10:30 to watch a program on TV.

10. You are walking down the hall at school, dragging your foot and leaving a long black scuff mark. Another student sees you and tells you to knock it off.

11. You have a newspaper route, and a lady calls you to complain that she did not get her paper tonight.

12. You just bought a new model to put together. When you get to the car with it and open it, you discover that some of the parts are missing. You go back to the store immediately.

13. You have been standing outside in the cold rain for 15 minutes, waiting to get into the movie. A car pulls up and six kids get out of it and get in line in front of you, where their friends have been "saving a place."

14. Your next-door neighbor is going on another vacation. He asks you to feed his dog again. You have agreed each time before, but the neighbor has never paid you for doing this or even acknowledged that you have done it before.

15. You have been caught by the teacher while cheating on a test. He rips up your paper and throws it away.

16. You are being hassled by a bigger student who threatens to beat you up after school.

17. You want to use the hall pass, but your teacher says you have already had it once this quarter and you can't use it now.

INTERPERSONAL COMMUNICATION

APPLICATION-ACHIEVEMENT

NEGOTIATING WITH TEACHERS

OVERVIEW

Summary

At this point in the unit, students are prepared to use their communication and negotiating skills to improve their relationships with teachers and increase their achievement in school. In this session, students recognize the importance of negotiating with teachers and set clear goals as they practice their skills in role-play situations.

Key Concepts

1. Staying focused on specific goals for negotiation decreases power struggles with teachers or other authority figures.
2. Good communication skills facilitate the negotiation process.

Learning Objectives

Students will . . .

1. Identify teachers with whom it is important to negotiate.
2. Identify negotiable vs. non-negotiable classroom issues.
3. Clarify goals for negotiation with teachers.
4. Apply communication and negotiation skills in role-play situations involving teachers.

Preparations

1. Review session.
2. Make copies of the handouts "Including the Other Point of View in Conflict Negotiation," "Student Evaluation Request Form," and "Preparing to Negotiate" for each student.

Materials

1. Flipchart, markers.

2. Copies of handouts "Including the Other Point of View in Conflict Negotiation," "Student Evaluation Request Form," and "Preparing to Negotiate" for each student.

INTRODUCTION

Check In

Have students update their monitoring charts. As you check in with students, ask if they've noticed any changes in how they handle conflicts.

Negotiate Agenda

Ask who would like time today. Include unfinished business and today's topic on the agenda: **Negotiating with Teachers.**

Provide Rationale

Explain that we are all faced with dealing with people who have power and authority. Students themselves will likely be authority figures someday! We can't avoid dealing with authority figures if we want certain things—grades, for instance! Today's session will give them confidence that they can negotiate when conflicts arise with teachers or any other authority figure.

ACTIVITIES

Group Discusses

Ask students:

> *Are conflicts with authority figures, such as parents or teachers, more difficult for you to deal with than conflicts with friends? If so, how?* (Open answers. Possible answers: The negotiating field may seem unequal to students, with power and control on the side of the authority figure. Some students may admit that their anger buttons are more easily pushed by people in authority.)

Review

Ask students to take out the "Steps to Conflict Negotiation" handout that they used in Skill 3, Session 2. Emphasize the importance of being clear about the issue they want to negotiate with teachers: "Identify the Conflict."

Pass Out "Including the Other Point of View in Conflict Negotiation"

Pass out copies of the handout "Including the Other Point of View in Conflict Negotiation." Tell students to describe a conflict that they experienced with a teacher in some class. Have students work with a partner. (You may first want to give students practice with including the other point of view by giving them examples of teachers' tough decisions. Have students practice "stepping into the shoes" of teachers.)

Group Shares

When students have completed the handout, ask them to describe the problem and the differences, if any, in their point of view and the teacher's.

Pass Out "Preparing to Negotiate"

Once again, have students work with a partner to complete the handout "Preparing to Negotiate." Explain each part of the handout to be completed. Discuss examples of negotiable vs. non-negotiable issues. Students must choose an issue that is negotiable.

Tell students that, after they describe ideas on the handout, they should rehearse the scene as they think it might take place, with one partner playing the part of the teacher. Be sure students prepare both a positive and negative response to the request.

Group Role-Plays

When partners have had time to complete their handouts and rehearse their role plays, ask for volunteers to present the situations. Tell the partners to first explain the goal of the negotiation, then begin the role play with the student's question to the teacher.

Group Discusses

Allow time for the group to offer comments and suggestions after each role play. Review the group's previous ideas about how to deal with "no" responses. (See Interpersonal Communication Skill 3, Session 2.)

CONCLUSION

Group Applies Skills

Get a sense from students of their readiness to approach teachers with their requests. Offer to contact their teachers to tell them *RY* is working on negotiating skills and that students will be contacting them to negotiate one or more issues. Set dates for check-backs.

Provide Tools

Pass out copies of the "Student Evaluation Request Form" for students who want more information from teachers before they make a request. (Teachers may also be willing to fill out the handout "Including the Other Point of View in Conflict Negotiation" before they discuss a problem with students.)

Extend

The processes used in this session also apply to dealing with other authority figures, such as parents. See the Interpersonal Communication Booster session called "Dealing with Parents" for ideas that complement and extend this session.

HANDOUT 462

INCLUDING THE OTHER POINT OF VIEW IN CONFLICT NEGOTIATION

Directions: Think of a recent conflict you have had with someone. Use this handout to define the problem from both points of view.

PROBLEM	MY VIEW	WHAT I THINK THE OTHER PERSON'S VIEW IS
What do I think is happening in this situation?	______ ______ ______	______ ______ ______
How do I feel about this situation?	______ ______ ______	______ ______ ______
What do I dislike about this situation?	______ ______ ______	______ ______ ______
What do I want out of this situation (my interests)?	______ ______ ______	______ ______ ______

STUDENT EVALUATION REQUEST FORM

Dear__________________,

You have me, ______________________, in your __________ period class. I also have *Reconnecting Youth* with ______________________, in which we are setting goals for improving grades. It would be most helpful to know how I am doing now. Please fill out this evaluation form and return to ______________________ mailbox by __________. Many thanks for your time and effort!

Sincerely,

Homework
- ☐ You don't do any
- ☐ You do very little
- ☐ You do some
- ☐ You do all

Tests
- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Below Average
- ☐ Failing

Class Participation
- ☐ Beyond expectations
- ☐ As expected
- ☐ Below expectations
- ☐ Distracting to others

Absences/Tardies
- ☐ Absences are not a problem
- ☐ Absences are a problem
- ☐ Tardies are not a problem
- ☐ Tardies are a problem

Attitude
- ☐ You seem to like class
- ☐ You seem not to like class
- ☐ I can't tell how you are feeling
- ☐ We don't seem to get along
- ☐ You seem to have given up

Approximate Grade Please circle one

A+ A A- B+ B B-

C+ C C- D+ D D-

- ☐ You are not passing at this point
- ☐ You have no hope of passing

Other Comments:____

____

PREPARING TO NEGOTIATE

STATE YOUR GOAL

What do you want? ______________________________

____

____

____

CHECK

Is what you want negotiable? YES NO

When is a good time to begin negotiating? ______________________________

STATE YOUR REQUEST

What will you ask? ______________________________

____

____

____

INTERPERSONAL COMMUNICATION

APPLICATION–DRUG-USE CONTROL

SAYING "NO"

OVERVIEW

Summary

In this session, students apply their communication and negotiation skills to drug and/or other pressure situations. Students role-play effective and ineffective ways of saying "no" and support each other's use of the skill.

Key Concepts

1. Saying "no" nicely and effectively is a skill that can be learned.
2. Saying "no" when we want to increases our self-esteem.

Learning Objectives

Students will . . .

1. Compare effective and ineffective ways of saying "no."
2. Practice saying "no" nicely and effectively.
3. Support group members to say "no" in pressure situations.

Preparations

1. Review session.
2. Prepare role play cards. (See "Model" section in this session.)
3. Make copies of the handout "Saying 'No' Nicely, Effectively" for each student.

Materials

1. Flipchart, markers.
2. Copies of the handout "Saying 'No' Nicely, Effectively" for each student.

INTRODUCTION

Check In

Tell students to get their notebooks and update their monitoring charts. Have students update the rest of the group on their communication goals with friends, family, or teachers.

Negotiate Agenda

Write today's agenda on the flipchart, including students who want time, unfinished business, and today's topic: **Saying "No."**

Provide Rationale

Recall the group's previous discussions about the difficulties of being told "no." Explain that being in a situation where they are the ones saying "no" can also be tough. Today's session will focus on how to feel good about saying "no."

ACTIVITIES

Group Shares

Have the group share some of their experiences with saying "no" by asking them one or more of the following questions:

> *Have you ever agreed to do something you really didn't want to do? Give some examples.*
>
> *Do you sometimes get talked into doing things when you'd rather not? Give some examples.*
>
> *Do you sometimes say "yes" to keep friends? Give some examples.*

Group Discusses

Ask students:

> *How does it feel to say "no" when you really want to?* (Open answers. Possible answers: Increases sense of power, control, self-confidence. Gets easier the more you do it.)
>
> *What are your goals in situations where you want to say "no"?* (Open answers. Possible answers: Stay in control of what I want to do. Keep my friends.)

Write students' responses on the flipchart. Emphasize the importance of keeping their goals in mind in any kind of communication.

Model

Tell students that they'll explore effective vs. ineffective ways of achieving the goals of saying "no" through some role plays. Get four volunteers for the role plays.

Explain the role-play situation: You will invite each of the volunteers to use drugs at a weekend party where a lot of people are using. Each of the volunteers will react in a different way, according to the instructions that they have on the index card that you give them. One of the following reactions is written on each card:

- **Overreact:** e.g., get angry or defensive.
- **Make up a lame excuse:** e.g., "My dog is sick."
- **Waver:** e.g., say "no," then give in.
- **In your own words, say "no" nicely and effectively:** e.g., "No thanks, I'm not using. Catch you later."

Pause for group feedback after each role play. Have the group identify effective vs. ineffective communication in the role plays (e.g., "I" vs. "You" messages; "I'm OK, you're OK" attitude; defining personal limits).

Pass Out "Saying 'No' Nicely, Effectively"

Pass out the handout "Saying 'No' Nicely, Effectively." Review the goals of saying "no" and have students add other goals that the group discussed. Discuss the steps for saying "no" listed on the handout, including the group's other ideas. Tell students to put the handout in their notebooks for use in later sessions.

CONCLUSION

Group Shares

Go around the circle and have students describe areas of their lives in which they could use practice saying "no."

Extend

Schedule follow-up sessions to practice saying "no" in students' real-life situations.

SAYING "NO" NICELY, EFFECTIVELY

THE GOALS OF SAYING "NO"

- TO CONTROL WHAT YOU WANT TO DO
- TO KEEP YOUR FRIENDS
- TO STAY OUT OF TROUBLE
- TO HAVE FUN

HOW TO SAY "NO"

1. **Look at the person.**
2. **In your own words, calmly say "No."**
   (Explain why you don't want to do what's been suggested. Set personal limits. Talk about avoiding trouble. Express how you feel. Use "I" messages.)
3. **Suggest another activity.**
   (Tell the person you'll do something else that doesn't involve getting into trouble.)
4. **Express care and concern.**
   (Let the person know you're still friends.)

INTERPERSONAL COMMUNICATION

APPLICATION—
MOOD

STRENGTHENING FRIENDSHIPS & IMPROVING MOOD

OVERVIEW

Summary

In this session, students explore the connection between friendships and mood. They apply their communication skills to the dual goals of building healthy friendships and improving their moods.

Key Concepts

1. Healthy friendships can improve mood and increase our self-esteem.
2. Good communication skills build healthy friendships.

Learning Objectives

Students will . . .

1. Explore the effects of friendship on mood.
2. Set goals for making and improving friendships.
3. Monitor their efforts to improve friendships and mood.

Preparations

1. Review session.
2. Make copies of the handout "Building Friendships" for each student.

Materials

1. Flipchart, markers.
2. Post-it® notes.
3. Copies of the handout "Building Friendships" for each student.

INTRODUCTION

Check In

Tell students to update the monitoring charts in their notebooks, paying particular attention to mood monitoring. As you check in, ask students if there's a friend with whom they like to be when they're feeling low.

Negotiate Agenda

Ask who would like time on today's agenda. Include unfinished business and today's topic: **Strengthening Friendships & Improving Mood.**

Provide Rationale

Explain that, as their communication skills improve, they're likely to find that the quality of their friendships improves too. Friends can have a big impact on mood. Today, they'll look at ways to use their communication skills to improve friendships and mood.

ACTIVITIES

Group Brainstorms

Pass out Post-it® notes. Tell students to write one ingredient for building healthy friendships on each note—e.g., sharing, listening, having fun. Draw a tower on the flipchart. Tell students to post their notes on the friendship tower.

Group Discusses

Read the notes that students have posted. Have students identify those things that involve communication skills that the group has practiced—e.g., active listening, expressing care and concern, helping vs. enabling. Ask students:

> *What friendship skills do you feel you have and/or would like to acquire?* (Open answers.)

Pass Out "Building Friendships"

Pass out the handout "Building Friendships." Have students work with a partner. Read the directions and give students time to complete the handout.

Group Shares

Gather group together and ask each student to share a friendship goal and ideas for accomplishing the goal. Have the rest of the group offer comments and suggestions.

CONCLUSION

Praise Group

Congratulate all group members on applying the building blocks of friendship to their own group process today.

Extend

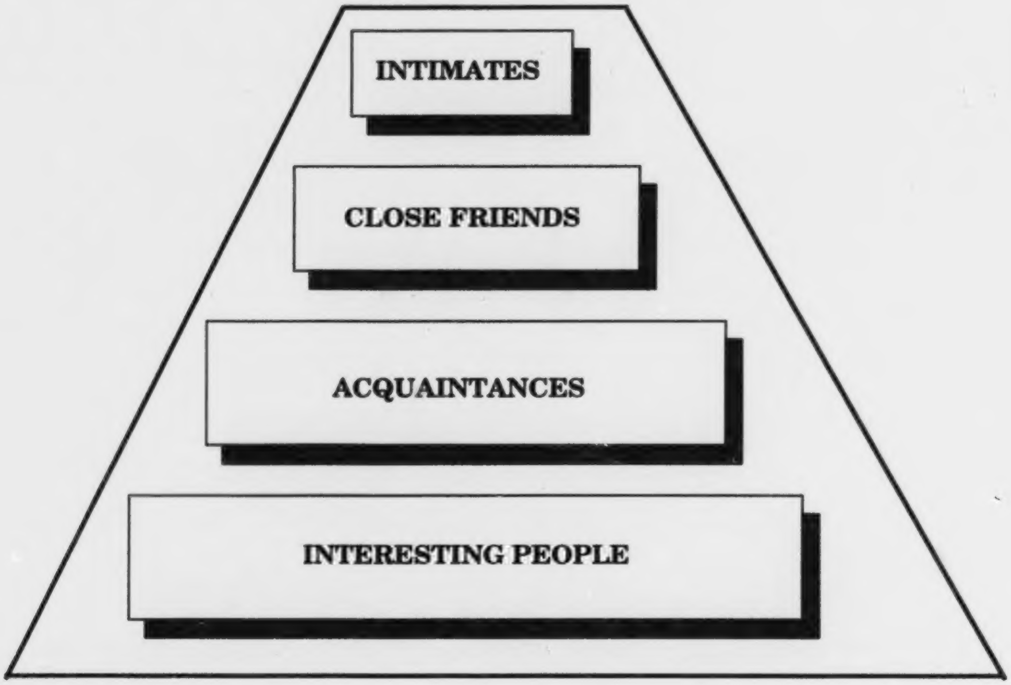
Follow this session with check-backs on students' progress in improving friendships and mood. Give students the opportunity in later sessions to role-play the changes they'd like to make in friendships. See the Booster "Breaking the Ice" for ideas and role plays on making new friends.

BUILDING FRIENDSHIPS

Directions: Here's a way of thinking about who your friends are and what changes you'd like to make in your friendships. On a separate piece of paper, draw a pyramid. Next, write the names of people you know in the categories described below. Finally, answer the questions about changes you may want to make in friendships on the second page of this handout.

Interesting People:	People you haven't met but who look interesting to meet.
Acquaintances:	People you've met briefly, know well enough to say "hi" to, may be friends of friends.
Close friends:	Good buddies you like to do things with.
Intimates:	Friends who know you better than anyone; you'd trust these friends with your innermost feelings.

Note that the pyramid illustrates that most people have noticed or met lots of interesting people and acquaintances, but have few intimate friends.



FRIENDSHIP GOALS

Look at your pyramid of friends and decide what changes you might make by completing the following:

Would you like to move any people on the pyramid? For example, from acquaintance to close friend or close friend to acquaintance?

______Yes
______No

If "Yes," draw an arrow showing where you would move the person on your pyramid. In the space below, describe things you might do to make this change. Think about communication skills you've learned that might help you.

If "No," please explain why you don't want to make any changes in your friendships at this time.

START DATE

Write the date on which you intend to begin working on the friendship goals you've described: ____________________.

CHECK BACK

Describe how your efforts to make changes in your friendships worked. Also comment on how the changes affected your daily mood. Have you been happier, less lonely or depressed since working to change your friendships?

INTERPERSONAL COMMUNICATION BOOSTERS

BOOSTERS

MASKS

Pass out copies of the poem "Masks." Discuss the poem's theme of private vs. public self. Have students represent the masks they wear by creating their own masks. Instruct students to cut out an oval about the size of their face from paper you give them and draw a face that represents their public self. On the other side of the mask, have them draw their private self. Students can tape a popsicle stick or straw to the base of the mask to hold the mask in front of the face.

Have students share their masks. Discuss whether they want to share more of their private self than they usually do and, if so, with whom and in what situations.

RY YEARBOOK

Toward the end of the semester, have the group create an *RY* yearbook, identifying their accomplishments and sharing ideas for future personal growth. Pass out the "*Reconnecting Youth* Yearbook" handout to help students create a yearbook page describing areas of personal accomplishments and favorite memories of *RY*. Students can also include their addresses, phone numbers, and drawings, quotes, etc., to embellish the page.

Have each student also write a letter to every other student, noting that person's contributions to the group and extending wishes for continued success.

Make copies of all yearbook pages and provide a group picture for each yearbook. Have the group design a cover and assemble all pages. Celebrate with a party! (An alternative or addition to a published yearbook is a video yearbook, consisting of edited clips from past sessions, as well as interviews in which students evaluate their experience in *RY*.)

GET THE MESSAGE?

Have students use the "Get the Message?" handout to refine their ability to understand the literal and emotional content of a message. The activity can be extended by having students share real messages that the rest of the group helps decode.

EVALUATING GROUP TALK

Have students periodically evaluate the effectiveness of group communication by using the "Evaluating Group Talk" handout. Revisit any communication skills with which the group seems to be struggling.

USING HELPING SKILLS

Students can keep track of their efforts to help friends with the "Using Helping Skills" handout, which monitors how they've tried to help and the results. Periodically, have students update this sheet and follow with group discussion.

THE RESCUE TRIANGLE

Extend the discussion of helping vs. enabling by using "The Rescue Triangle" handout to analyze the dynamics of the enabling syndrome and discuss ways to break the cycle.

DEALING WITH PARENTS

Extend students' negotiating skills to conflicts with parents. Use the "Dealing with Parents" handout to open the discussion about negotiating with parents. Then have students create role plays in which they implement negotiation skills.

BREAKING THE ICE

Help build students' confidence about making new friends or joining groups with discussion and role plays. The handout "Breaking the Ice" provides some hints for making new friends and gives sample role-play situations.

HANDOUT **480**

MASKS

Don't be fooled by the face I wear, for I wear a thousand masks,
And none of them are me.
Don't be fooled, for God's sake don't be fooled.

I give you the impression that I'm secure, that confidence is my name and coolness is my game,
And that I need no one. But don't believe me.

Beneath dwells the real me in confusion, in aloneness, in fear.
That's why I create a mask to hide behind, to shield me from the glance that knows,
But such a glance is precisely my salvation.

That is, if it's followed by acceptance, if it's followed by love.
It's the only thing that can liberate me from my own self-built prison walls.
I'm afraid that deep down I'm nothing and that I'm just no good.
And that you will reject me.

And so begins the parade of masks, I idly chatter to you.
I tell you everything that's really nothing and
Nothing of what's everything, of what's crying within me.

Please listen carefully and try to hear what I'm NOT saying.
I'd really like to be genuine and spontaneous, and ME.
But you've got to help me. You've got to hold out your hand.

Each time you're kind and gentle, and encouraging,
Each time you try to understand because you really care,
My heart begins to grow wings, feeble wings, but wings.

With your sensitivity and sympathy, and your power of understanding,
You alone can release me from my shallow world of uncertainty.
It will not be easy for you. The nearer you approach me,
The blinder I may strike back.
But I'm told that Love is stronger than strong walls,
And in this lies my only hope.

Please try to beat down these walls with firm hands,
But gentle hands, for a child is very sensitive.

Who am I, you may wonder.
I am every man you meet, and also every woman that you meet, and I am YOU, also.

Author Unknown

Excerpt from *Please Hear What I'm Not Saying*

Name ______________________

RECONNECTING YOUTH YEARBOOK

Accomplishments or growth I've made in this class:

Areas in which I'd like to continue to grow or explore my personality, friendships, or relationships:

What I'll remember most about **Reconnecting Youth*:***

Address:

Phone:

Dear ______________________________

Picture

Characteristics

Famous Quotes

Include in letter:

1. Person's contribution to the class.
2. What vulnerabilities you may see in him/her and how you would like to be able to help.
3. Your signature.

Name____________________

GET THE MESSAGE?

Sender's Message (The Code)	**Essential Meaning (Feelings)**
EXAMPLE: "I don't know what is wrong. I can't figure it out. Maybe I should just quit trying."	Frustrated, discouraged, wanting to give up.
"Gee, I'm not having any fun. I can't think of anything to do."	
"He thinks he can push me around just because he's on the wrestling tream. Big deal!"	
"I'll never be good like Mary. I practice and practice and she is still better than me."	
"Why do I always get sent to the office? Everybody was yelling and pushing and she just grabbed me and sent me down there."	
"Our teachers give us too much homework. I'll never get it all done. What'll I do?"	
"There's a bunch of guys waiting for me after school to beat me up. What am I going to do?"	
"I'm so stupid! I don't know what I would have done without your help."	
"Don't tell my dad about this. If he finds out I got in a trouble, he'll kill me."	
"I can't get anything done in this room. It's too noisy and the kids bug me."	
"I stayed up until midnight studying for this test. It wasn't as tough as I thought, but I'm glad it's over with."	

EVALUATING GROUP TALK

Your Name________________________________ Date________________

For each pair of statements below, check the one that most applied to you today.

_____I spoke the way I felt.
_____I did not speak the way I felt.

_____I was interested in what others said.
_____I was not interested in what others said.

_____I appreciated comments others made to or about me.
_____I felt unjustly criticized.

_____I spoke easily about the way I felt.
_____I did not want to talk.

_____I think I understood how others were feeling.
_____My reaction to others sometimes made them angry.

_____I controlled my mood and temper.
_____I let my feelings spill out.

_____I spoke the way I thought during this meeting.
_____I tended to agree with what others said without adding much of my own.

If you are trying to change your behavior in group in any way, please state the difference:

____

____

____

____

_____I acted in this new way today.
_____I acted the way I used to act.

Please add any other comments you wish to make about group talk today:

____

____

____

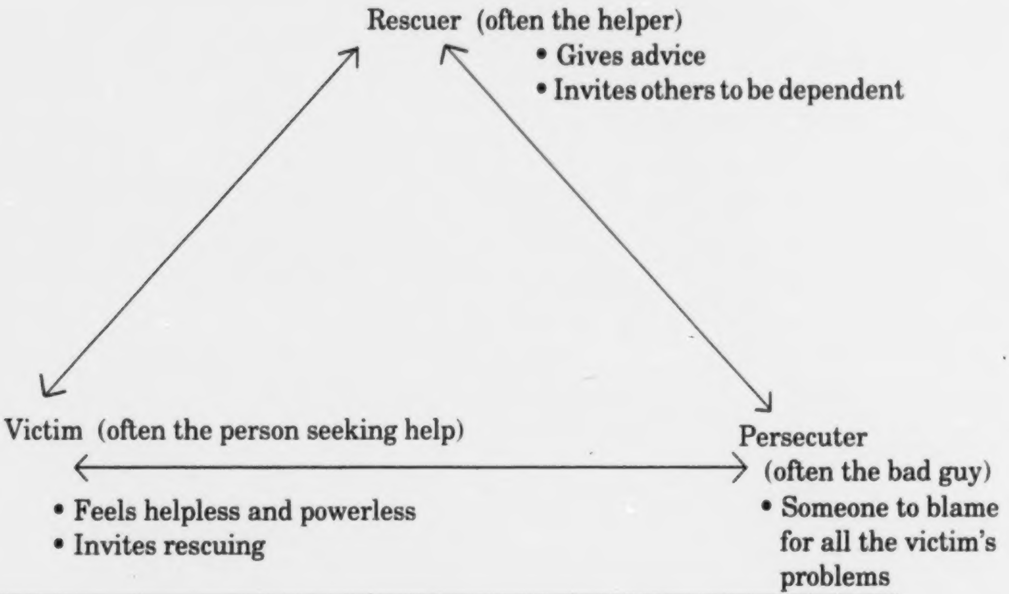
____

USING HELPING SKILLS

"When I help someone else, I help myself."

Whom I Helped	What I Did to Help	Date	Results

THE RESCUE TRIANGLE



Rescuer (often the helper)
- Gives advice
- Invites others to be dependent

Victim (often the person seeking help)
- Feels helpless and powerless
- Invites rescuing

Persecuter (often the bad guy)
- Someone to blame for all the victim's problems

Once on the triangle, you are very likely to spend time in all three positions.

Here are some signals that indicate you probably are rescuing instead of helping:

- When you are spending more time or energy trying to solve the problem than the person is.
- When you feel hurt or angry when the person doesn't follow through.
- When you hear yourself telling them what to do (giving advice).
- When you are trying to talk someone into doing something.
- When the person seems to avoid you except when there is a crisis.
- When you believe you are the only one who can help.

You can avoid rescuing by:

- Listening instead of giving advice.
- Respecting the other person's power to solve his/her own problems.
- Encouraging the other person to explore his/her resources.

DEALING WITH PARENTS

TRY TO PUT YOURSELF IN THE POSITION OF YOUR PARENTS

They have a lot of time invested in you—from dirty diapers, to doctor bills, to worries over your school, friends, etc. Is it any wonder that they have a sense of ownership? The average child in America costs a middle-class family at least $250,000 before they reach the age of 18.

PARENTS NEED TO FEEL THAT THEY CAN INFLUENCE YOU

Learn to deal with that. You will want to influence your kids, too. Parents believe:

- if they lose control over you, they will lose you.
- if they lose control, it may be a sign that they are ineffectual parents.
- if they lose control, you may be a spoiled brat—nobody wants a spoiled brat for a kid.

WHEN PARENTS NEED TO VENT THEIR ANGER, LET THEM VENT

Don't throw gasoline on a fire. Avoid getting angry back. Try to stay calm. Be willing to apologize. Admit mistakes—parents will respect you more in the long run.

TRY TO DEAL WITH CONFLICT AT THE RIGHT TIME

Communicate when good communication is most likely to occur. The best time to deal with bad times is during good times.

Parents are commonly the people in our lives we have conflicts with. However, the communication skills you know will work just as well for them. It should also be admitted that there are some situations in which, no matter how hard you try, what you do isn't going to work. Those of us in that position need to refer to helping sources and to improve our stress-relieving skills.

IT'S NOT ONLY WHAT YOU SAY, BUT HOW YOU SAY IT

People hate sarcasm, rolling eyeballs, slamming doors, etc. Your whole body communicates things to your parents. What is it saying? How would you feel about a dog that you had raised from a puppy who started to growl at you? Or ran away when you called? Or hid from you? Your appearance and behavior are communicating all the time.

AVOID SWEARING

It triggers your parents. They think they've raised a kid with a filthy mouth and a bad attitude.

TAKE AN INTEREST IN YOUR PARENTS

Ask them questions. Ask them to do something with you. Ask yourself this question: "If I am nice to my parents, are they suspicious of me?" If the answer is "yes," then you have parents who may doubt that you love and/or appreciate them. How should you treat your parents? People do not trust each other when they are suspicious. When we are suspicious, we look for the negative.

CHANGE TAKES TIME

If you decide to change your behavior/attitude around your house, give it time (two months to a year.) People are suspicious of change. **YOU WILL BE TESTED.**

This is a condensation from part of the *Interpersonal Unit* that Bill Eyman taught in his speech class at Newport High School.

BREAKING THE ICE

STEPS FOR MAKING NEW FRIENDS

RELAX

- Give yourself an affirmation: "I'm a likeable person."

TAKE THE FIRST STEP

- Make contact. Go up to the person.

BREAK THE ICE

- Introduce yourself: "Hi, I'm John."
- Ask a question: "Do you work here?"
- Make a joke.
- Share a common interest: "Hey, I like that album, too."
- Compliment the person: "Great jacket!"

SUGGEST SOMETHING TO DO

- "I'm going to a movie. Would you like to come?"

Permission has been granted from the Seattle-King County Department of Public Health, King County Division of Alcoholism and Substance Abuse Services (KCDASAS) for reproduction of this "Interpersonal Communication Booster." This excerpt is from *Recovery Assistance Program*, KCDASAS, 1989, Seattle WA, prepared by Thomas D. Curtis, Consultant, under the supervision of Mark Wirschem, KCDASAS Youth Treatment Coordinator.

SCHOOL BONDING

SOCIAL ACTIVITIES &

SOCIAL ACTIVITIES & SCHOOL BONDING CONTENTS

Social Activities

Overview
Drug-Free Weekend Activities
Volunteer Opportunities
Beginning (Low) Ropes Course
Advanced (High) Ropes Course
Natural Helpers Training Retreat

School Bonding

School Bonding Model
Benefits of Getting Involved
Recruiting Involvement
Strategies, Reinforcers

ACTIVITIES

SOCIAL

SOCIAL ACTIVITIES OVERVIEW

Purpose

1. Reinforce health-promoting activities and teach youth to expand their repertoire of recreation and social activities.
2. Teach youth to know service as an opportunity for growth.
3. Provide youth with opportunities for developing close friendships and extended belonging and bonding to the school.

RY Leader/Support Staff Role

1. Create and sustain a caring environment that provides youth the opportunity to be accepted, have fun together, and experience care and concern from significant adults.
2. Motivate youth to participate in the scheduled activities.

SOCIAL ACTIVITIES: DRUG-FREE WEEKEND ACTIVITIES

Summary

Drug-free activities will be encouraged each weekend during *RY*. Examples of drug-free activities that groups might wish to schedule include attending a sporting event together, going bowling, going to a movie together, meeting at a local drug-free teen dance, playing volleyball, basketball, going to the zoo, walking, or hiking.

Learning Objectives

Students will ...

1. Explore healthy ways of having fun with friends.
2. Offer support to group members and friends who are trying to reduce drug use by inviting them to participate in the drug-free activities.

RY Leader/Support Staff Responsibilities

1. Discuss the purpose of the weekend activities with your group and encourage participation.
2. Help your group plan drug-free activities for the weekend.
3. Remind your group of the scheduled drug-free activities and encourage their participation.

SOCIAL ACTIVITIES: VOLUNTEER OPPORTUNITIES

Summary

Each *RY* student will be asked to "adopt" one or more projects, and to then donate four or more hours/month to the projects of their choice. There are many opportunities available to high school students. The following list is intended as an example only: read to or visit with the elderly, become a friend for a handicapped young adult, organize a food or a toy drive, adopt a grandparent, help staff a low-income subsidized child-care program, visit patients in hospitals and nursing homes, serve food to the hungry, tutor younger children, be a day-camp counselor, participate in environmental projects, work with animals.

Learning Objectives

Students will ...

1. Help identify and work for solutions to problems in their community.
2. Experience the satisfaction that comes from helping others.

RY Leader/Support Staff Opportunities

1. Explain the purpose of this commitment and request group participation.
2. Provide the group with a list of volunteer opportunities, and help the group select options they would like to know more about.
3. Assist the group in gathering more information about each option being considered.
4. Help the group make a decision about which project(s) to support and determine a plan for meeting the group commitment of donating four or more hours/month per group member.

Preparations

Motivate students to participate and provide assistance in making arrangements.

SOCIAL ACTIVITIES: BEGINNING (LOW) ROPES COURSE

Summary

The beginning Ropes Course is a series of low obstacles and activity centers where group tasks are conducted under careful supervision. The Ropes Course offers a sequence of manageable challenges. Completion of each challenge requires participants to learn and develop the skills of goal setting, problem solving, communication with others, and applying oneself with total commitment. In the process, participants learn how to reflect upon their experiences and gain insight into personal and social behaviors and attitudes, which they can then apply in different settings.

Each challenge is preceded by a "brief" and followed by a "debrief." Discussion is directed toward preparing participants for the activity and the life skills needed to be successful, i.e., cooperation, communication, and interdependence. Following the event, discussion centers around generalizing insights and strengths from the event experience to life experiences.

Learning Objectives

Students will ...

1. Set group goals, problem-solve, and be supportive of each other as they work together on the Ropes Course.
2. Experience the value of cooperation, communication, and interdependence as they strive to achieve each Ropes Course challenge.
3. Reflect upon their experiences at the Ropes Course and gain insights and strengths from these experiences that they can apply in other settings.

RY Leader/Staff Support Responsibilities

1. Prior to attending the Ropes Course, share with your group an overview of the activity (see Summary of Activity) and the student Learning Objectives.
2. While at the activity, leadership for all events will be provided by trained Ropes Course personnel. However, you are encouraged to participate in events with your group.
3. Following the Ropes Course, help your group reflect upon the experience and gain insights into how these experiences can be applied in different settings.

Preparations

1. Make contact at least one month in advance to be assured of course and instructor availability.
2. Once a date is determined, make transportation arrangements.

3. Students and parents must complete school and project permission slips prior to participation.
4. Arrangements must be made to purchase medical insurance coverage for each student participant.

SOCIAL ACTIVITIES: ADVANCED (HIGH) ROPES COURSE

Summary

Only participants who have completed the Low Ropes course are allowed to participate in the High Ropes Course. This course will involve greater personal challenge and higher climbs. The activities require using harnesses and rope skills to meet a variety of climbing challenges. All participants can choose a role they will be comfortable with even if they prefer not to climb. Once again, groups will utilize goal setting, problem solving, and communication with others as they apply themselves to meeting each challenge. Each challenge is preceded by a "brief" to prepare the participants for the activity and to identify the skills needed to be successful, and is then followed by a "debrief" to reflect upon the experience and gain insight into how this experience can be applied in different settings.

Learning Objectives

Students will ...

1. Set group goals, problem-solve, and be supportive of each other as they work together on the High Ropes Course.
2. Experience the value of cooperation, communication, and interdependence as they strive to achieve each High Ropes Course challenge.
3. Reflect upon their experiences at the Ropes Course and gain insights and strengths from these experiences that they can apply in other settings.

RY Leader/Support Staff Responsibilities

1. Prior to attending the Ropes Course, share with your group an overview of the activity (see Summary of Activity) and the Student Learning Objectives.
2. While at the activity, leadership for all events will be provided by trained Ropes Course personnel. However, you are encouraged to participate in the events with your group.

3. Following the Ropes Course, help your group reflect upon the experience and gain insights into how this experience can be applied in different settings.

Preparations

1. Make contact at least one month in advance to be assured of course and instructor availability.
2. Once a date is determined, make transportation arrangements.
3. Students and parents must complete school and project permission slips prior to participation.
4. Arrangements must be made to purchase medical insurance coverage for each student participant.

SOCIAL ACTIVITIES: NATURAL HELPERS TRAINING RETREAT

Summary

Natural Helpers is a program that helps friends help friends. It provides young people with the skills to help others more effectively, and it gives them places to turn to when they're not able to help. Topics covered during a Natural Helper Training Retreat include taking care of oneself, working as a team, knowing when friends need help, expressing care and concern, expressing limits, recognizing situations that require professional helping resources, and contacting a resource.

Learning Objectives

Students will ...

1. Prevent some of the problems that they and their friends might otherwise have.
2. Help their friends when they have problems.
3. Recognize when people have serious problems, such as depression, chemical dependency, or abuse, and refer them to trained helpers.
4. Choose positive ways to take care of themselves.

RY Leader/Support Staff Responsibilities

1. Prior to attending the Natural Helpers Retreat, share with your group an overview of the retreat (see Summary of Activity) and the student Learning Objectives.

2. While at the retreat, leadership for all activities will be provided by Natural Helper trainers. However, you are encouraged to participate in the training with your students.
3. Following the Natural Helpers Retreat, help your group reflect upon their experiences during the retreat and gain insights into how these experiences can be applied in different settings.

Preparations

1. Three to six months before the retreat, select your Natural Helpers trainers, and together determine the best way to proceed with providing Natural Helper training to *RY* students.
2. Three to six months before the retreat, reserve a retreat site and make arrangements for transportation.
3. One month before the retreat, distribute information about the retreat to *RY* students and their parents. See Natural Helpers Leader's Guide for sample forms:
    - Overview of the Natural Helpers Program
    - What to Bring to the Natural Helpers Retreat
    - Natural Helpers Commitment Form
    - Emergency Health Information Form
4. One week before the retreat, review with your students what needs to be brought to the retreat and begin collecting all signed forms.

SCHOOL BONDING

SCHOOL BONDING MODEL

CONNECT:

RY KIDS' SKILLS ⟷ SCHOOL NEEDS

The overall model for bonding *RY* students to school is to work toward connecting their strengths to identified school needs, as illustrated in the diagram above. This means:

- Finding ways school would benefit from strengths of *RY* kids
- Facilitate involvement for kids—prepare them to succeed

RATIONALE:

- ***Kids want to belong***
- ***Kids need to function as part of the school***
- ***Kids can help tackle important social challenges***

BONDING TO SCHOOL DEVELOPS:

- ***Sense of belonging to shool***
- ***Sense of power to effect positive change***
- ***Benefit to self and others***
- ***Purpose in life***
- ***Greater school satisfaction***

BENEFITS OF GETTING INVOLVED

- **TO MEET NEW FRIENDS**
- **TO DO SOMETHING WITH FRIENDS**
- **TO HELP OTHERS**
- **TO LEARN NEW SKILLS**
- **TO ADD EXPERIENCE TO RESUMÉ**
- **TO FEEL IMPORTANT**
- **TO BE A PART OF A NEW TREND**
- **TO EARN SERVICE CREDITS**

RECRUITING INVOLVEMENT

- Conduct assessment of kids in *RY* group to discover their interests, strengths; take a walking tour around school to survey school's needs and match kids' interests to activities.
- Talk every day in *RY* about school and community activities; emphasize kids' reasons for wanting and needing to belong.
- Emphasize that service/activities can be fun, reduce boredom, depression, etc.; use logos, T-shirts, music, drama, posters, etc., to spark interest, enthusiasm, involvement.
- Share in *RY* group ways kids have helped in community, e.g., in *RY* "Brown Bragging It" sessions.
- Connect with Natural Helpers and other school groups; work to include *RY* kids in visible roles within school.
- Introduce kids to your network; open new avenues for them; have kids see you in different roles—being involved and having fun.
- When chaperoning activities/dances encourage attendance—invite *RY* kids to join you and/or help out with preparation.
- Go with group members to their classes and/or to observe them in various school/community activities; take pictures for posting.

STRATEGIES, REINFORCERS

Connecting Kids to School

- Connect kids with other school jobs—front office, TA, other key places/people in school.
- Declare *RY* group to be school officers–become student body government or special task force.
- Engage in leadership role in public events for school—give kids first chance to be "stars" in school assemblies, e.g., drug/alcohol presentations.
- Stage volunteer project around school—planting, cleaning up, etc.
- Develop an student advocacy group or center—have *RY* students become advocates for other kids, solving teacher/student problems, etc.
- Stage an *RY* group project to help specific students needs (e.g., new students).
- Join district at-risk youth committee (or other committees), Youth Link, *RY*, as representatives.
- Make a video production together, e.g., a typical day at school or featuring *RY*—present to others.
- Speak to Natural Helpers and other school groups about *RY* experience.
- Assist move to nonsmoking campus, e.g., design and develop a new area for ex-smokers.
- Have *RY* group read school announcements for one week—practice ahead of time and publicize.
- Set up interview teams and goals; interview administrators; groups from community arrange snacks for interview; publicize findings.
- Set up cross-age teaching projects and talks with middle and elementary schools.
- Participate in middle school orientation—*RY* meets with classroom groups about how to resist peer pressure for drugs, parties, sex, skipping, etc.

Recognizing/Rewarding Kids

School-wide recognition:

- Give certificates for service.
- Publish names in school newspaper, notices for "volunteer of the month," *RY* group project write ups, etc.
- Set up speaking roles within and outside of school.

RY Group recognition:

- Post weekly roster of service accomplished.
- Present "volunteer of the week" and "volunteer of the group" plaque for service over the semester.
- Organize semester rewards parties.
- Award prized visible roles in special events within school and/or community.
- Arrange to have percentage of grade earned in *RY* be based on at least one example of where they have helped in school and/or community—share in group discussion to increase awareness of opportunities.
- Post "images" of students doing well and engaged in class and school activities.
- Get input from kids' teachers about ways students have grown—report and reward in *RY* group discussions.
- Write job recommendations for kids; letters of service credit.
- Recognize kids who are connected in various activities. Ask them to help connect others.

SCHOOL CRISIS RESPONSE PLAN

SCHOOL CRISIS RESPONSE PLAN CONTENTS

Preliminary Preparation

- For Implementing Crisis Plan
- For Preventing Suicide

Implementation of Plan

Post-Crisis/Suicide Interventions

Appendices

- Appendix A General Guidelines for Classroom Teachers and Others
- Appendix B Suicidal Youth: How to Help
- Appendix C Suicidal Crisis Intervention: How to Help
- Appendix D Sample "Empty Chair" Lesson Plan for Teachers
- Appendix E Sample Announcement to Faculty
- Appendix F Sample Announcement to Students
- Appendix G Sample Comments to Media
- Appendix H Sample Faculty Education Guide
- Appendix I Sample Record-Keeping Format

PRELIMINARY PREPARATION

KEY:
P: Principal
CT: Crisis Team
C/N: Counselor
T: Teacher

1. For Implementing Crisis Plan

Action	**Responsibilty** P	 CT	 C/N	 T
Annually				
___1. Review and update Crisis Response Plan.	*	*	*	*
___2. Review district procedure for suicide threat or attempt.	*	*		
___3. Update relevant checklists according to current procedure.		*		
___4. Update the School's Crisis Response Plan telephone tree.		*		
___5. Review role assignment and revise as needed.		*		
___6. Update handouts that may be used.	*			
___7. Update Community Referral Resource List.	*			
___8. Conduct "drills" to ensure all understand roles.		*		
___9. Disseminate updated crisis plans to designated areas	*			
___10. Provide a suicide prevention and crisis response in-service for faculty. (Appendix H.)		*		
Each Semester				
___1. Update School List of "high-risk" students.	*	*	*	
___2. Identify students with depressed or emotionally uncontrolled behavior.		*	*	
___3. Determine who knows students best and appropriate actions to take, including parent notification.				

KEY:
P: Principal
CT: Crisis Team
C/N: Counselor
T: Teacher

2. For Preventing Suicide

Action	**Responsibilty**			
Ongoing Assessment, Reporting of Suicide Threats/Attempts	P	CT	C/N	T
___1. Report to Principal, counselor/nurse, any written or verbal suicidal threat.		*	*	*
___2. Assess degree of suicide potential present: (Appendices A, B, C)		*		
___3. If concerned for student safety:				
• Notify parents and suggest resources for immediate follow-up.		*		
• Provide support and maintain communication with student.			*	
• Instill sense of hope.				
• Contact Emergency Services (911) or mental health professionals for advice/response if needed.		*		
___4. If not concerned for students' imminent safety:				
• Obtain "no-harm" promise, express caring. Real value of promise lies in the relationship developed with student.			*	
• Negotiate to involve family for support of "no-harm" promise.			*	
• Help extend sources of support.			*	
• Provide support. Instill sense of hope.			*	
• Provide follow-up to monitor "no-harm" promise and counseling services as needed. (Appendices B & C)				

IMPLEMENTATION OF PLAN

KEY:
P: Principal
CT: Crisis Team
C/N: Counselor
T: Teacher

3. Response to Suicide or Accidental Death

Action	**Responsibilty**			
	P	CT	C/N	T
___1. Gather information about crisis and decide steps to take.	*			
___2. Convene Crisis Team.	*			
• Review facts.	*	*		
• Develop action plan.	*	*		
• Develop a fact sheet for dissemination.	*	*		
• Secure outside resources as needed (substitutes, other district support, community support).	*	*		
___3. Contact deceased person's family:	*			
• Offer condolences.	*			
• Inform re: school response plan.	*			
• Review information to be released.	*			
• Ensure they have resources needed.	*			
___4. Put school telephone tree in motion.	*			
___5. Set up Command Station for giving/receiving information.	*			
___6. Be prepared to respond to media. (Appendix G)	*			
___7. Conduct an emergency staff meeting to share information, review procedures, and clarify roles.	*			
___8. Distribute information to students, faculty, parents, and others. (Appendices E, F)	*			
___9. Attend emergency staff meeting.	*	*	*	*
__10. Ensure all staff not at emergency meeting receive factual information.	*			
__11. Provide scripts to office staff who frequently receive incoming calls and inquiries.	*			
__12. Inform office manager to: • notify office aides of the emergency situation and review emergency procedures with them. • meet with any secretaries who were not at the staff meeting to inform them of the situation.	*			
__13. Inform head custodian to notify all custodians: • of the emergency situation. • to check all restrooms twice each period.	*			
__14. Inform food service manager to notify food service personnel.	*			

KEY:
P: Principal
CT: Crisis Team
C/N: Counselor
T: Teacher

Action	**Responsibilty**			
	P	CT	C/N	T
___15. Advise PTSA officers to inform as many parents as possible and /or schedule a parents' meeting in near future.	*			
___16. Review current list of "high-risk" students:		*	*	
• Monitor attendance each period.		*	*	
• Ensure each student is contacted by assigned staff.		*	*	
• Ensure parents are contacted as needed.		*	*	
• Keep Command Station informed of actions taken and progress made.		*	*	
• Keep notes on contacts and actions taken.				
___17. Identify students who were close friends and likely to be affected:		*	*	
• Meet with close friends individually or in a group.		*	*	
• Contact parents of friends as needed.		*	*	
• Keep notes of concerns and contacts.		*	*	
• Keep Command Station informed.		*	*	
___18. Arrange for meetings with Natural Helpers and student leaders to review their roles.		*		
___19. Be available to other students experiencing difficulty; meet with them individually and/or in small groups.		*		
___20. Ensure all staff have updated referral resources.		*		
___21. Notify parents when a referral is needed to a counseling professional in the community.			*	
___22. If appropriate, meet with students who are attending funeral, to prepare for experience.			*	
___23. Facilitate sharing of range of feelings as appropriate to various settings.	*	*	*	*
___24. Identify students having difficulty coping and have them accompanied to a counseling center.				*
___25. Gather in faculty room to support each other throughout the day.	*	*	*	*
___26. Attend funeral, if possible.	*	*	*	*

POST-CRISIS/SUICIDE INTERVENTIONS

KEY:
P: Principal
CT: Crisis Team
C/N: Counselor
Tt: Teacher

Action	**Responsibilty**			
	P	CT	C/N	T
___1. Review interventions taken and plan post-intervention activities:		*	*	
• Debrief crisis event.				
• Plan follow-up activities.				
• Report/discuss at faculty meeting to debrief event.				
___2. Facilitate one-(1), three-(3), and six-(6) week follow-ups:		*	*	*
• Remain alert to students exhibiting depressed behavior.			*	
• Meet with close friends of deceased.			*	
• Meet with all other students identified as seriously affected by event.			*	
• Meet with parents and/or parent group affected.		*		

APPENDICES*

Adapted from Hicks, B.B. (1990). *Youth suicide: A comprehensive manual for prevention and intervention.* Bloomington, IN: National Educational Service.

APPENDIX A

GENERAL GUIDELINES FOR CLASSROOM TEACHERS AND OTHERS

1. With Students

a. Use "Empty Chair" Lesson Plan. (Appendix D.)

b. Following agreed-upon procedures, acknowledge what happened, keeping students accurately informed. Use your own judgment about how much and what kind of sharing would be appropriate in your classroom setting.

c. If sharing does occur, make sure that a range of feelings is seen as being okay. Encourage students to accept and support each other's grief, whether or not it is directly related to the situation under discussion.

d. Encourage students to identify their support systems, both in and out of school, and to use these resources.

e. Remain alert for signs of students who are having serious difficulty coping. Have someone accompany these students to the counseling center. (Appendix B.)

f. After a suicide, students may feel fearful about their own or others' suicidal tendencies. Stress that if someone is worried about themselves or a friend, they should seek help from a trusted adult. Emphasize that suicide is not "contagious"; it is a choice they do not have to make.

2. Some Additional Thoughts

a. Avoid glamorizing suicide. Avoid making the dead person into a hero.

b. Emphasize suicide as a choice that the dead person made and no one else is responsible for that choice. It is no one's fault. It is important for students to be able to talk about guilt feelings if they have them. Strong guilt feelings should be explored with a trusted professional.

c. A common tendency after a suicide is to look for a cause—something or someone to blame. Help students avoid blaming themselves, friends, the person's family, etc. Do not encourage speculation about why a person committed suicide.

3. Self-Care

a. Get in touch with your own feelings. Seek out or arrange for support for yourself, as needed, prior to meeting with your classes. Be prepared to share some of your own grief as a way to help others share their grief.

b. Staff are encouraged to gather in the faculty room to support each other throughout the day.

c. Arrange for support for yourself—someone with whom you can talk, compare notes, and so forth.

d. Review Appendices B, C, D, and E to enhance feelings of competence and confidence.

APPENDIX B

SUICIDAL YOUTH: HOW TO HELP

1. Recognize the Clues to Suicide

a. Specificity and reality of the threat

b. Specificity and lethality of the plan or method

c. Prior suicide attempts and/or threats

d. Signs of helplessness and hopelessness

e. Serious depression—especially lasting two or more weeks

f. Unexplained changes in behavior or serious mood changes

g. Current drug involvement and/or drug involvement linked with prior attempts

h. Evidence of extreme recent loss, disappointment, or serious conflicts involving family, friends, and/or school

i. See also SLAP and DIRT acronyms in Appendix H.

2. Trust Your Judgment

a. Act on your beliefs about the suicide risk or danger.

b. Do not permit others to lead you to ignore signals.

3. Tell Others

a. Share your concern with those who can help.

b. Do not let the student talk you into keeping secrets.

4. Stay With A Suicidal Person

a. Do not leave the youth alone if you believe the danger is immediate.

b. Stay with the student until help arrives or the crisis passes.

5. Listen Intelligently

a. Listen and express empathy.

b. Assure the student that there are alternatives.

6. Be Supportive and Respond Positively

a. Show that you care—express it in words and actions.

b. Help the student to feel worthwhile again by expressing positive attributes you've observed.

c. Express an invitation to life and hope to counteract his/her invitations to death.

d. Emphasize that problems are opportunities for seeking alternatives, making choices.

e. Emphasize that suicide is not contagious; student does not have to make this choice.

7. Urge Professional Help When Necessary

a. Put pressure on him/her and family to seek help from a professional

b. Encourage continuing with help/therapy, even though it becomes a difficult process

APPENDIX C

SUICIDAL CRISIS INTERVENTION: HOW TO HELP

Suicidal crises usually last only a short time.

The goals of crisis intervention are:

Get the student through the crisis without harm.

Convey a sense of hope.

Increase the perception of alternatives.

Identify and mobilize resources.

Empower the student, rather than adding to his/her feelings of helplessness.

Step 1: Assess the suicidal risk factors. (See SLAP and DIRT acronyms in Appendix H.)

The greater the ability to describe plans of suicide, the greater the risk. The greater incidence of prior suicidal behaviors/attempts, the greater the risk.

Step 2: Listen.

Really listen and hear; be empathic. State your understanding of the student's feelings and situation before engaging him/her in problem solving or before offering any advice. Make sure the student knows you know how he/she feels.

Step 3: Evaluate the seriousness of the student's feelings.

It is possible for a student to be extremely upset but not suicidal—or to appear only mildly upset and yet be suicidal.

Step 4: Take every comment and feeling seriously.

Do not discount any of the youth's concerns.

Step 5: Broaden the student's perspective.

Begin to broaden the student's perspective of his or her past and present situation, helping him/her see it in more hopeful terms.

Step 6: Instill a sense of hope.

Be positive in your outlook on the future. Communicate: "I think we can solve this situation." "I know things seem pretty hopeless to you right now, but together I think we can find a way out of this situation for you." "I don't want you to kill yourself, I want you to live!"

Step 7: Increase the student's perception of alternatives.

Help the student to increase his perception of alternatives to suicide. Ask: "Do you really want to kill yourself, or do you want something to change?" "Killing yourself is an irreversible solution. There are other possible solutions to handling this situation and dealing with those things you want changed. Together, I think we can figure something out and get you some help."

Step 8: Act.

Act to make concrete plans to resolve the problem.

Step 9: Evaluate available resources.

Help the student to identify and mobilize supportive resources, including family.

Step 10: Get help.

Do not hesitate to get help or take the student to a place where help can be obtained. You can at least say with confidence: "I may not be able to help you with this, but I can get you help from someone who can help!"

APPENDIX D

SAMPLE "EMPTY CHAIR" LESSON PLAN FOR TEACHERS

Objective:

To help the students cope with the death of a classmate

Method:

In class and small-group discussions, students will be able to share feelings and feel accepted.

Steps:

1. Give facts of the person's death: who, what, when, where (the how is not necessary).
2. Be clear and specific on what is going to happen (i.e., memorial/funeral services) or state that these arrangements are still being made and information will be shared as soon as it is known.
3. Dispel all rumors. Provide facts and/or state that you will share facts as soon as they are known.
4. Reassure students that everyone is doing their best to make sure that all students are safe. Tell specifically what this means: e.g., individual and group counseling, list resources on the board to contact, including crisis intervention team and counselors with whom students and faculty can talk.
5. Open the opportunity for discussion of students' feelings for the classmate who killed him/herself.

   Make sure a range of feelings is seen as being okay. Encourage students to accept and support each other's grief and other feelings, such as anger, relief.

   A common tendency is to look for someone to blame. Help students avoid blaming themselves, friends, the person's family, etc. Do not encourage speculation about why a person committed suicide.

6. Emphasize suicide as a choice that the dead person made and that no one else is responsible for that choice. It is important for students to be able to talk about guilt feelings if they have them. Some students may need your assistance and encouragement to get help if strong guilt feelings are present.

7. Emphasize that death by suicide is a permanent coping solution.

   Do not glamorize suicide. Avoid making the dead person a hero for having killed him/herself.

   Be vivid ... there are no eyes to see with or ears to hear with when you are dead, so you will not be able to "show" anyone anything if you kill yourself. There are no guarantees of "joining" someone in an afterlife.

   After a suicide, students may feel fearful about their own or others' suicidal tendencies. Stress that if someone is worried about themselves or a friend, they should seek help from a trusted adult.

   Emphasize that "suicide" is not contagious. You don't have to make these choices.

8. Discuss the grieving process. Everyone responds differently, and there is no time factor involved.

   Kübler-Ross (1969):

   1. denial
   2. anger
   3. bargaining
   4. depression
   5. acceptance

   Kreis and Patti (1969):

   1. shock
   2. suffering
   3. recovery

9. Break into groups of four or five. Share feelings with each other. Write farewell words or comments to the dead person and/or to the family.

Remember: When in a discussion about the process of death, afterlife, or what makes us moral, there are many religious/philosophical beliefs and values. Acknowledge these.

Adapted from Newport High School's Crisis Response Plan.

APPENDICES E & F

SAMPLE ANNOUNCEMENT TO FACULTY

Our student, ________________, died last night of an apparent suicide.

At this time, the investigation is still continuing and funeral arrangements are incomplete.

As we all knew __________________, it is natural that both faculty and students will need to deal with some very intense feelings. A death by suicide is not easy for any of us.

The crisis response plan in our building is in place; support personnel (the intervention team) are in the counseling station, available to talk with students and faculty to help us cope with this loss.

If you would like to have a counselor or crisis team member talk to your class, please request this support.

Please announce this death to your first-period class. All available information should be given in a calm, direct manner. Answer questions and allow as much time as needed to discuss feelings and reactions. If a student requests, or if you detect students who would benefit from joining the groups conducted by the intervention team, please allow them to do so.

SAMPLE ANNOUNCEMENT TO STUDENTS

One of our students, ______________________, died last night (today, yesterday). The death was an apparent suicide. The investigation is in process.

Because many of us knew ______________________________, it is only natural that there will be some very deep feelings with which we will need to deal.

We are very saddened about this suicide, and we will need to help each other to talk about our loss and about our feelings.

Our counselors and our intervention team members are available to talk with anyone who would like to meet with them. They are located in ____________ ______________________.

We will share information about the funeral when we receive it.

The family of ____________________________ needs to know that we care, but they also need some privacy today.

APPENDIX G

SAMPLE COMMENTS TO MEDIA

Our Crisis Intervention Team is responding to our request to assist our students and faculty to cope with the shock and grief due to the apparent suicidal death of one of our students, ____________________.

Because we all knew ____________________, it is natural that both faculty and students will need to deal with some very intense feelings. A death by suicide is not easy for any of us.

The intervention support team will work with the counselors and faculty in our school to help students discuss their feelings and to help them cope with this loss.

If you want further information, please contact the principal of our building. Please do not attempt to interview students or faculty at this time. We all need some privacy now in order to deal with our grief.

APPENDIX H

SAMPLE FACULTY EDUCATION OUTLINE

PRESENTATION PURPOSE

To familiarize the audience with facts about youth suicide in a manner that leads to understanding of suicidal behavior and to encourage the participants to be prepared to deal with a potential or actual suicide of a student or faculty member.

PROGRAM FORMAT

A. Intended audience: High school faculty and staff

B. Presentation method: A lecture/discussion format supported by overhead visuals and/or videotape and handout materials (recommended videotape: *Young People in Crisis* [32 min.])

PRESENTATION CONTENT

Session 1

A. Introduce Presenter and Topic

B. Desensitize Audience to Topic of Suicide

C. Common Myths about Youth Suicide

D. General Characteristics of Suicidal Youth

E. Early Warning Signs of Suicidal Risk

F. Assessment of Suicidal Risk (Ask directly about intent.)

S-L-A-P Acronym for Current Threat—The greater these factors, the greater the risk:

S = Specificity of plan

L = Lethality of plan

A = Availability of proposed method

P = Proximity of helping resources remote

D-I-R-T Acronym for Prior Attempters—Risk is greater if:

D = Danger of prior attempt was lethal

I = Impression of youth that danger was high

R = Rescue was remote

T = Timing was recent

G. General Intervention/Referral Strategies

H. Question-and-Answer Opportunity

Session 2

A. Introduce Presenter and Topic

B. School's Crisis Response Plan

C. Question and Answer Opportunity

APPENDIX I

SAMPLE RECORD-KEEPING FORMAT

Date: ____________________ School: ____________________

Student Name: ______________________________

Time and length of contact: ____________________

Pertinent information:

____

____

____

____

____

____

Parent contact and results:

____

____

____

____

____

Suggestions for follow-up:

____

____

____

____

____

Completed by: ____________________

EVALUATION TOOLS

EVALUATION TOOLS CONTENTS

Overview

Part 1: Skills Training Content & Students' Skills Competencies

- Instructions for Coding Skills Training Content
- Skills Training Content: Daily Checklist
- Instructions for Coding Students' Skills Competencies: Pre- & Post-*RY* Assessments
- Students' Skills Competencies: Objectives
- Students' Pre-*RY* Skills Competencies: Leader's Evaluation
- Students' Post-*RY* Skills Competencies: Leader's Evaluation

Part 2: Process Evaluation: Leader Competencies

- Instructions for Use and Coding Group Leader Competencies
- Leader-Role Checklist for Fostering Positive Peer Groups
  - Leader Self-Rating Form
  - Observer Rating Form
- Leader-Role Checklist for Providing Life-Skills Training
  - Leader Self-Rating Form
  - Observer Rating Form
- Leader-Role Checklist for Providing Social Support
  - Leader Self-Rating Form
  - Observer Rating Form

Part 3: Process Evaluation: Group Social Support

- Instructions for Use and Coding Group Social Support
- Group Social-Support Checklist
  - Leader & Observer Rating Form
  - Student Self-Rating Form

Part 4: Outcome Evaluation for Program Goals

- Instructions for Use and Coding Drug Involvement, Depression, School Performance Outcomes
- Drug Involvement Checklist
- Progress Report on Achievement
- Weekly Attendance
- CES-D Mood Questionnaire

EVALUATION TOOLS: OVERVIEW

Name of Tool	Type of Tool	Measuring Object	Viewpoints	Schedule for use
Skills Training Content: Daily Checklist	Process	Skills Training Delivered	Leader	Daily
Students' Pre-& Post-*RY* Skills Competencies: Leader's Evaluation	Outcome: Pre- & Post-*RY* Assessment	Skills Competencies Acquired	Leader	End of Week 2 End of *RY*
Leader-Role Checklist for Fostering Positive Peer Groups	Process	Group Leader Competencies	Leader, Observer	Weekly
Leader-Role Checklist for Providing Life-Skills Training	Process	Leader Skills Training Competencies	Leader, Observer	Weekly
Leader-Role Checklist for Providing Social Support	Process	Leader Social Support Competencies	Leader, Observer	Weekly
Group Social Support: Checklist	Process	Group Social Support Provided & Received	Leader, Observer, Student	Weeks 1, 2, 4; Then Monthly
Drug Involvement: Checklist	Outcome: Pre-, During, & Post-*RY*	Drug-Use Control	Student	Pre-*RY* Monthly End of *RY*
Semester Attendance & Grade Reports	Outcome: Pre-, During, & Post-*RY*	Group Achievement	Teacher	Pre-*RY* Mid-*RY* End of *RY*
CES-D Mood Questionnaire	Outcome: Pre-, During, & Post-*RY*	Group Mood Management	Student	Pre-*RY* Biweekly End of *RY*

PART 1

SKILLS TRAINING CONTENT AND STUDENTS' SKILLS COMPETENCIES

INSTRUCTIONS FOR CODING SKILLS TRAINING CONTENT

Purpose

"The Skill Training Content: Daily Checklist" is designed to help you monitor the skills training and application to program goals occurring on a **daily** basis in *RY*. As you note the amount of time spent in each skill area and on program goals, keep the following guidelines in mind:

What Should Be Coded

- Group and/or leader talk that fits the definition of skills training—i.e., talk directed toward enhancing competencies in each skill content area
- Skills training talk and activities that may include instruction, modeling, warm-up exercises, behavioral rehearsals, reinforcements (rewards and positive feedback about skills) and homework.

In short, what counts is only leader and group talk and activities directed at the goals of enlarging students' repertoire of skills to:

- get motivated and involved
- understand and explore the meaning of current behavior
- take action toward making positive changes
- reinforce and reward new positive behaviors
- prepare for maintaining improvements
- cope with future conflicts or relapses

These skills are then applied to the major program goals: increased school attendance and achievement, increased drug-use control, and increased mood management.

What Should Not Be Coded

It is possible that group talk or activity addresses one of the content areas, e.g., drug use, but either reinforces drug use by glamorizing it or does nothing to enhance competencies in drug-use control. Such group time should **not** be coded. Similar examples could occur in each of the skills content areas and thus should **not** be coded.

In short, do not code group time spent on:

- talk that is not in the specified skills content area
- talk that does not enhance skills training or the acquisition of desired skills compencies

SKILLS TRAINING CONTENT: DAILY CHECKLIST

Week Beginning: ____________/____________/____________ Leader: ______________________
(Month) (Day) (Year)

Students:

Code (0-5) for time spent daily on each SKILLS TRAINING area.

5	4	3	2	1	0
41–55 min.	31–40 min.	21–30 min.	11–20 min.	1–10 min.	Not Covered

SKILLS TRAINING IN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Self-Esteem					
2. Decision Making					
3. Personal Control					
4. Interpersonal Communication					

1a. School Achievement					
1b. School Attendance					
2. Drug-Use Control					
3. Mood Management					

No. of Students in group today					
Students absent on the day (List)					
Comments					
Rate Your Day 1 <———> 10 A Bust Super					

INSTRUCTIONS FOR CODING STUDENTS' SKILLS COMPETENCIES: PRE- & POST-*RY* ASSESSMENTS

Purpose

The purpose of the "Students' Skills Competencies: Leader's Evaluation" is to assess skills acquired by each *RY* group member at the beginning and the end of *RY*. (The post-assessment tool can also be used mid-semester if desired.)

How to Code Skills Competencies

1. Review the "Students' Skills Competencies: Objectives," which follows this instruction sheet. The objectives describe the positive behaviors for each skill area and program goal.
2. Note that the evaluation sheet consists of a grid. Across the top of the grid are the names of the Skills Training Units and Program Goals. Down the left-hand column, list the names of the students in your *RY* class.
3. Begin with the first skills unit: *Self-Esteem Enhancement.* Refer back to the objectives for *Self-Esteem Enhancement* and evaluate each student on these skills.
4. Record each of your ratings in the box beside the students' name under Self-Esteem Enhancement. Indicate the value that best represents your evaluation of the student during the first two weeks of the semester (pre-*RY*) or at the end of the semester (post-*RY*).
5. The scale is divided into whole-number increments. However, you may choose a value midpoint between two whole numbers if it best represents your evaluation. For example, if the student's rating falls between 2 and 3 on the scale, enter 2.5.
6. Continue to evaluate all students on the rest of the skills units. Remember to review the objectives of the unit, before rating each student.
7. Assess each students' behaviors in the program goal areas. Again, review the objectives for each program goal before rating each student.

STUDENTS' SKILLS COMPETENCIES: OBJECTIVES

I. SKILLS TRAINING UNITS

SKILL 1. SELF-ESTEEM ENHANCEMENT

1) Practice positive self-talk.

2) Practice self-appraisal.

3) Practice/handle constructive criticism and praise.

4) Give and receive support for improved self-esteem.

5) Celebrate success.

SKILL 2. DECISION MAKING

1) Clarify personal values that influence decision making and goal setting.

2) Identify current problems at school, at home, and with friends.

3) Use S.T.E.P.S. process for decision making with self and others.

4) Identify bad habits and barriers to decision making and make plans to deal with them effectively.

5) Formulate goals that are:
   - Desirable
   - Specific
   - Measurable
   - Realistic
   - Time-specific

6) Give and receive support for decision making and goal setting.

SKILL 3. PERSONAL CONTROL

1) Demonstrate and communicate awareness of thoughts, feelings, and behaviors that require personal control; e.g., stress, anger, depression, drug use, and skipping.

2) Practice and apply positive behaviors that enhance personal control; e.g., stress-reduction techniques, positive self-talk, anger management, and depression management.

3) Accept responsibility for actions.

4) Give and receive support for improved personal control.

5) Monitor progress and celebrate success.

SKILL 4. INTERPERSONAL COMMUNICATION

1) Identify individual strengths and weaknesses relating to interpersonal communication.

2) Express care and concern for others.

3) Express ideas and feeling accurately.

4) Practice active listening.

5) Give and receive constructive feedback.

6) Practice negotiation skills, refusal skills, and conflict-resolution skills.

7) Give and receive support for improved interpersonal communication.

II. PROGRAM GOALS

GOAL 1A. SCHOOL ACHIEVEMENT

1) Identify and analyze past barriers to success in school.

2) Set goals for school achievement.

3) Practice and apply skills that contribute to increased school achievement.

4) Practice and apply communication and negotiation skills with others.

5) Give and receive support for achieving school goals.

6) Monitor progress, revise goals as needed, and celebrate success.

GOAL 1B. SCHOOL ATTENDANCE

1) Identify bad habits and barriers that contribute to poor attendance.

2) Decide on desirable attendance behavior and set attendance goals.

3) Practice and apply skills that contribute to good attendance and ability to resist temptations to skip.

4) Give and receive support for achieving attendance goals.

5) Monitor progress, revise goals as needed and celebrate successes.

STUDENTS' PRE-*RY* SKILLS COMPETENCIES: LEADER'S EVALUATION

	-1	0	1	2	3	4	5
SKILLS	Unaware	Beginning awareness	Aware	Consistently aware	Consistently aware	Consistently aware	Consistently aware
IN-GROUP BEHAVIOR	Negative	Few or no + behaviors	Few or no + behaviors	Can "talk the the talk"	Positive behaviors	Consistent use of + behaviors	Consistent use of + behaviors
OUT-OF-GROUP BEHAVIOR	Negative	Few or no + behaviors	Few or no + behaviors	Few or no + behaviors	Few or no + behaviors	Some positive behaviors	Consistently positive

Leader:____________________ School:________________________ Date:______________

STUDENT NAMES	SKILLS TRAINING UNITS				PROGRAM GOALS			
	1. Self-Esteem Enhancement	2. Decision Making	3. Personal Control	4. Interpersonal Communication	1a. School Achievement	1b. School Attendance	2. Drug-Use Control	3. Mood Management

STUDENTS' POST-*RY* SKILLS COMPETENCIES: LEADER'S EVALUATION

	-1	0	1	2	3	4	5
SKILLS	Unaware	Beginning awareness	Aware	Consistently aware	Consistently aware	Consistently aware	Consistently aware
IN-GROUP BEHAVIOR	Negative	Few or no + behaviors	Few or no + behaviors	Can "talk the the talk"	Positive behaviors	Consistent use of + behaviors	Consistent use of + behaviors
OUT-OF-GROUP BEHAVIOR	Negative	Few or no + behaviors	Few or no + behaviors	Few or no + behaviors	Few or no + behaviors	Some positive behaviors	Consistently positive

Leader:____________________ School:____________________ Date:_______________

STUDENT NAMES	**SKILLS TRAINING UNITS**				**PROGRAM GOALS**			
	1. Self-Esteem Enhancement	2. Decision Making	3. Personal Control	4. Interpersonal Communication	1a. School Achievement	1b. School Attendance	2. Drug-Use Control	3. Mood Management

PART 2

PROCESS EVALUATION: LEADER COMPETENCIES

INSTRUCTIONS FOR USE AND CODING GROUP LEADER COMPETENCIES

Purpose

The Leader Competencies tools are designed to help evaluate the degree to which the group leader is implementing the group process of *RY* as designed and intended. There are separate instruments for evaluating three central leader-role competencies. These are:

- The *Leader-Role Checklist for Fostering Positive Peer Groups.* This evaluation tool serves to measure 16 key leader behaviors in three major areas: motivating the group, problem identification, and problem solving. These leader behaviors are central to facilitating the development of a "positive peer-group culture" in *RY* groups.
- The *Leader-Role Checklist for Providing Life-Skills Training.* This evaluation tool serves to measure 13 key leader behaviors central to integrating life-skills training methods in positive peer-culture groups in three areas: cognitive preparation for skills training, skills-acquisition training behaviors, and skills application and practice training behaviors.
- The *Leader-Role Checklist for Providing Social Support.* This evaluation tool serves to measure the degree to which the group leader communicated 14 specific supportive elements during the group process in two areas: support (acceptance and caring behaviors) and help (motivation and problem solving or instrumental behaviors.)

All of the above three instruments have both leader self-rating and observer ratings forms. The observer rating form can be used by a third-party nonparticipant observer sitting in on a group or observing a videotaped group session. It can also be used by the group members, mid-*RY* and at the end of *RY*, for gaining the students' perspective and evaluation of the group leaders.

How to Code Leader Competencies

1. Review the specific leader behaviors and the instructions at the top of each tool prior to observing a group.
2. Immediately following the group observation, record each of your ratings in the space provided beside each leader behavior. Use the scale provided to code you responses. These ratings represent the *frequency* with which the behaviors were observed.
3. Next, each tool provides for a global rating of the *quality* of the leader's implementation, on scales of 1 to 10.

How to Score

1. To obtain *an overall* rating of the frequency of leader competencies reflected in the three separate tools, simply add the ratings on each tool and divide by the number of behaviors rated.

   For example, to obtain an overall rating of the leader competencies in *Fostering A Positive Peer Group*, add up the ratings for the 16 behaviors and divide by 16. This will result in a score that ranges from 0 to 4, where 0 = not observed, 1 = infrequently, 2 = sometimes, 3 = frequently, 4 = almost always.

2. Overall ratings for each instrument can be calculated as in the example directly above. Note that for the *Life-Skills Checklist*, you divide by 13; for the Social Support Checklist you divide by 14. Thus for each set of leader competencies, the overall frequency ratings range from 0 to 4 and thus provide a basis for comparison.

3. To obtain more micro-level ratings of the frequency of the leaders behaviors, calculate subscores for each of the dimensions within each tool. Using the *Life-Skills Training Checklist* as an example, the three subscores, ranging from 0 to 4, would reflect the frequency with which the leader evidenced (1) cognitive preparation behaviors, (2) skills-acquisition training behaviors, and (3) skills application and practice training behaviors.

4. Note that the *quality* of implementation of the three leader competencies (fostering a positive peer-culture group, life-skills training, and expressing social support) are already global, overall ratings.

LEADER-ROLE CHECKLIST FOR FOSTERING POSITIVE PEER GROUPS
LEADER SELF-RATING FORM

Date: _______/_____/_____ (Month) (Day) (Year)

Leader: ________________________

No. in Group:______________

Length of Period: 55 min or ______ min

Use this scale to code the *frequency* of GROUP-BUILDING BEHAVIORS.

4	3	2	1	0
Almost Always	Frequently	Sometimes	Infrequently	Not Observed

MOTIVATING—MAKING CARING FASHIONABLE—I inspired group members to build (or maintain) a concerned, helpful group by:

1. ______________ Positively reinforcing helpful behaviors (e.g., as strong, mature)
2. ______________ Reinforcing trust and openness in communication
3. ______________ Negatively reinforcing harmful behavior (e.g., as weak, destructive)
4. ______________ Creating anxiety when students were indifferent to harmful behavior
5. ______________ Providing direction/redirection for "caring" behaviors as needed

PROBLEM IDENTIFICATION—I taught and/or reinforced "problems as normal and as opportunities for change/growth" by:

6. ______________ Developing (or maintaining) a format for problem identification
7. ______________ Developing (or maintaining) procedures for problem identification (e.g., voting on who "gets the meeting," asking for time, etc.)
8. ______________ Reinforcing acknowledgment of problems as strength
9. ______________ Providing direction/redirection for problem identification as needed

PROBLEM SOLVING—REVERSING RESPONSIBILITY—I made problems belong to the group and held them responsible for helping each other by:

10. ______________ Referring questions (problem solving) to the group for their input
11. ______________ Communicating confidence in students' competence to do what needs to be done to build/maintain a positive peer-culture group
12. ______________ Conveying a total commitment/belief in the potential of the group
13. ______________ Involving group in processing group behavior and progress
14. ______________ Pointing out seriousness and harmful nature of negative behavior
15. ______________ Placing high demands/challenges on group to deal with problems
16. ______________ Providing direction/redirection for problem solving as needed

IMPLEMENTATION: Circle the number for how well you implemented GROUP-BUILDING BEHAVIORS in fostering a POSITIVE PEER-CULTURE GROUP today.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

LEADER-ROLE CHECKLIST FOR FOSTERING POSITIVE PEER GROUPS
OBSERVER RATING FORM

Date: _______/_____/_____ (Month) (Day) (Year)

Leader: _________________________

No. in Group:_____________

Length of Period: 55 min or ______ min

Use this scale to code the *frequency* of GROUP-BUILDING BEHAVIORS.

4	3	2	1	0
Almost Always	Frequently	Sometimes	Infrequently	Not Observed

MOTIVATING—MAKING CARING FASHIONABLE—The Leader inspired group members to build (or maintain) a concerned, helpful group by:

1. ____________ Positively reinforcing helpful behaviors (e.g., as strong, mature)
2. ____________ Reinforcing trust and openness in communication
3. ____________ Negatively reinforcing harmful behavior (e.g., as weak, destructive)
4. ____________ Creating anxiety when students were indifferent to harmful behavior
5. ____________ Providing direction/redirection for "caring" behaviors as needed

PROBLEM IDENTIFICATION—The Leader taught and/or reinforced "problems as normal and as opportunities for change/growth" by:

6. ____________ Developing (or maintaining) a format for problem identification
7. ____________ Developing (or maintaining) procedures for problem identification (e.g., voting on who "gets the meeting," asking for time, etc.)
8. ____________ Reinforcing acknowledgment of problems as strength
9. ____________ Providing direction/redirection for problem identification as needed

PROBLEM SOLVING—REVERSING RESPONSIBILITY—The Leader made problems belong to the group and held them responsible for helping each other by:

10. ____________ Referring questions (problem solving) to the group for their input
11. ____________ Communicating confidence in students' competence to do what needs to be done to build/maintain a positive peer-culture group
12. ____________ Conveying a total commitment/belief in the potential of the group
13. ____________ Involving group in processing group behavior and progress
14. ____________ Pointing out seriousness and harmful nature of negative behavior
15. ____________ Placing high demands/challenges on group to deal with problems
16. ____________ Providing direction/redirection for problem solving as needed

IMPLEMENTATION: Circle the number for how well the Leader implemented GROUP-BUILDING BEHAVIORS in fostering a POSITIVE PEER-CULTURE GROUP today.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

HANDOUT 550

LEADER-ROLE CHECKLIST FOR PROVIDING LIFE-SKILLS TRAINING
LEADER SELF-RATING FORM

Date: ______/_____/_____ (Month) (Day) (Year)

Leader: ________________________

No. in Group: ______________

Length of Period: 55 min or ______ min

Use this scale to code the *frequency* of LIFE-SKILLS TRAINING BEHAVIORS.

4	3	2	1	0
Almost Always	Frequently	Sometimes	Infrequently	Not Observed

COGNITIVE PREPARATION—I prepared group members for learning/behavior change or skills training by:

1. ______________ Providing a rationale, answering the question "Why do it?"
2. ______________ Motivating them
3. ______________ Providing a "cognitive map" of the "what and how" of skills training

SKILLS ACQUISITION—I helped group members acquire new skills by:

4. ______________ Explaining, using examples, manipulative material, or A.V.
5. ______________ Involving group in discussion to identify critical features of skill
6. ______________ Providing for performance demonstration or modeling of the skill
7. ______________ Providing every member with an opportunity to role-play or try out the target skill (or sequence of skills)
8. ______________ Guiding leader/group constructive feedback to build member confidence and allay anxieties about competence

SKILLS APPLICATION AND PRACTICE—I provided students with considerable practice time to make newly learned skills a permanent part of their behavioral repertoire by:

9. ______________ Using role-playing/rehearsals or other simulated practice of real-life situations
10. ______________ Making sure that members are judged by others as being competent in the target skill (or skill sequence)
11. ______________ Contracting with members to perform target skills in their real environment (e.g., at home, with other leaders, at work, etc.)
12. ______________ Following up with members' reports of performances/self-evaluation of skill performance in real environments
13. ______________ Guiding group problem solving/constructive feedback for next steps

IMPLEMENTATION: Circle the number for how well you implemented LIFE-SKILLS TRAINING BEHAVIORS today.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

LEADER-ROLE CHECKLIST FOR PROVIDING LIFE-SKILLS TRAINING

OBSERVER RATING FORM

Date: ________/______/______ Leader: ___________________________
(Month) (Day) (Year)
No. in Group:_______________ Length of Period: 55 min or _______ min

Use this scale to code the *frequency* of LIFE-SKILLS TRAINING BEHAVIORS.

4	3	2	1	0
Almost Always	Frequently	Sometimes	Infrequently	Not Observed

COGNITIVE PREPARATION—The Leader prepared group members for learning/behavior change or skills training by:

1. ______________ Providing a rationale, answering the question "Why do it?"
2. ______________ Motivating them
3. ______________ Providing a "cognitive map" of the "what and how" of skills training

SKILLS ACQUISITION—The Leader helped group members acquire new skills by:

4. ______________ Explaining, using examples, manipulative material, or A.V.
5. ______________ Involving group in discussion to identify critical features of skill
6. ______________ Providing for performance demonstration or modeling of the skill
7. ______________ Providing every member with an opportunity to role-play or try out the target skill (or sequence of skills)
8. ______________ Guiding leader/group constructive feedback to build member confidence and allay anxieties about competence

SKILLS APPLICATION AND PRACTICE—The Leader provided students with considerable practice time to make newly learned skills a permanent part of their behavioral repertoire by:

9. ______________ Using role-playing/rehearsals or other simulated practice of real-life situations
10. _____________ Making sure that members are judged by others as being competent in the target skill (or skill sequence)
11. _____________ Contracting with members to perform target skills in their real environment (e.g., at home, with other leaders, at work, etc.)
12. _____________ Following up with members' reports of performances/self-evaluation of skill performance in real environments
13. _____________ Guiding group problem solving/constructive feedback for next steps

IMPLEMENTATION: Circle the number for how well the Leader implemented LIFE-SKILLS TRAINING BEHAVIORS today.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

LEADER-ROLE CHECKLIST FOR PROVIDING SOCIAL SUPPORT
LEADER SELF-RATING FORM

Date: _______/_____/_____ Leader: ___________________________
(Month) (Day) (Year)
No. in Group:______________ Length of Period: 55 min or ______ min

Use this scale to code the *frequency* of SOCIAL SUPPORT EXCHANGES.

4	3	2	1	0
Almost Always	Frequently	Sometimes	Infrequently	Not Observed

SUPPORT—ACCEPTANCE & CARING

1. ______________ I provided students with support and encouragement.
2. ______________ I encouraged a climate of mutual respect.
3. ______________ I really listened to students.
4. ______________ I encouraged and helped students to make self-disclosures.
5. ______________ Students were trusting and disclosed vulnerabilities to me.
6. ______________ Students really seemed to enjoy talking to me.
7. ______________ I helped make everyone feel they belong in the group.

HELP—MOTIVATION & PROBLEM SOLVING

8. ______________ I told students when they did something good, for example, a good contribution or improved their work.
9. ______________ I showed willingness to help, was someone students could count on.
10. ______________ I gave honest, straight answers to students' questions.
11. ______________ I demonstrated understanding of what students said.
12. ______________ I offered good points of view about topics discussed.
13. ______________ I exposed students to problem-solving methods.
14. ______________ I gave students advice or information they needed.

OVERALL QUALITY OF SUPPORT (Acceptance & Caring): Use this scale to CIRCLE a number for the quality of SUPPORT provided, based on the entire class period.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

OVERALL QUALITY OF HELP (Motivation & Problem Solving): Use this scale to CIRCLE a number for the quality of HELP provided, based on the entire class period.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

LEADER-ROLE CHECKLIST FOR PROVIDING SOCIAL SUPPORT
OBSERVER RATING FORM

Date: ______/______/______ (Month) (Day) (Year)

Leader: ________________________

No. in Group: ______________

Length of Period: 55 min or ______ min

Use this scale to code the *frequency* of SOCIAL SUPPORT EXCHANGES.

4	3	2	1	0
Almost Always	Frequently	Sometimes	Infrequently	Not Observed

SUPPORT—ACCEPTANCE & CARING

1. ______________ The Leader provided students with support and encouragement.
2. ______________ The Leader encouraged a climate of mutual respect.
3. ______________ The Leader really listened to students.
4. ______________ The Leader encouraged and helped students to make self-disclosures.
5. ______________ Students were trusting and disclosed vulnerabilities to the Leader.
6. ______________ Students really seemed to enjoy talking to the Leader.
7. ______________ The Leader helped make everyone feel they belong in the group.

HELP—MOTIVATION & PROBLEM SOLVING

8. ______________ The Leader told students when they did something good, for example, a good contribution or improved their work.
9. ______________ The Leader showed willingness to help, was someone students could count on.
10. ______________ The Leader gave honest, straight answers to students' questions.
11. ______________ The Leader demonstrated understanding of what students said.
12. ______________ The Leader offered good points of view about topics discussed.
13. ______________ The Leader exposed students to problem-solving methods.
14. ______________ The Leader gave students advice or information they needed.

OVERALL QUALITY OF SUPPORT (Acceptance & Caring): Use this scale to CIRCLE a number for the quality of SUPPORT provided, based on the entire class period.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

OVERALL QUALITY OF HELP (Motivation & Problem Solving): Use this scale to CIRCLE a number for the quality of HELP provided, based on the entire class period.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

PART 3

PROCESS EVALUATION: GROUP SOCIAL SUPPORT

INSTRUCTIONS FOR USE AND CODING GROUP SOCIAL SUPPORT

Purpose

The *Group Social-Support Checklist* process evaluation tool is designed to measure the degree to which the group members are exchanging expressions of social support between each other as designed and intended in *RY* groups. There are two separate forms of this tool for evaluating these group communication behaviors. These are:

- The *Leader & Observer Rating Form*—designed to be used by the group leader and third-party nonparticipant observer. This evaluation tool serves to measure 14 specific expressions of group support delivered during the group process in two areas: support (expressed acceptance and caring, seven items) and help (motivating and problem-solving expressions, seven items.)
- The *Student Self-Rating Form*—designed to be used by the group members. This form measures three aspects of group social support:

  –*how much* support and help was *received* from the group

  –*overall quality* of support and help *received* from the group

  –*overall quality* of support and help *given* to others in the group

How to Code Group Support Delivered and Received

1. Group leaders and observers should review the specific behaviors and the instructions at the top of each tool prior to observing a group. (Ideally, the group leader and observer should observe the same videotaped session of the group.)
2. Immediately following the group observation, record each of your ratings in the space provided beside each group behavior, using the scale provided. These ratings represent the frequency with which the behaviors were observed.
3. *RY* students should complete the student self-rating form monthly during the course of *RY* and at the end of *RY*. Ideally a nonparticipant observer introduces, explains, and collects these data.

How to Score

1. Overall leader and observer ratings for group support provided can be calculated by adding the responses for each behavior and dividing by 14. This produces a score ranging from 0 to 4, where 0 = not observed, 1 = infrequently, 2 = sometimes, 3 = frequently, 4 =

almost always. Similarly, subscores for *group support* and *group help* can be produced by dividing the relevant observations in each category by 7.

2. To obtain group support ratings based on the students' perception, the following steps must be taken:

    - ratings for each of the 14 behaviors must be added across all participants and divided by the number of group participants;
    - group ratings for each of the 14 behaviors can then be averaged as above to obtain a global rating of group social support received ranging from 0 to 4.

4. Similarly, *support* and *help* subscores can be calculated as above. The first 7 items reflect the amount of *support* received, and items 8–14 reflect the amount of help received.

3. The overall quality of support and help *received* and *given* is measured on scales ranging from 1 to 10 (from very poor to fair, average, very good, and excellent.) To calculate group-level scores for each of these four scales, simply add the ratings endorsed by each group participant and divide by the number of participants.

Note: These group social-support instruments measure the same behaviors that are expected to be delivered by the group leader and reflected in the *Leader-Role Checklists for Providing Social Support* (see previous section). Taken together, then, these instruments measure (1) the quantity and quality of social support *delivered* by (a) the group leader and by (b) the peer group as a whole; (2) the quantity and quality of social support *received* by each group member; and (3) the overall quality of social support *given* by each group member to the others in the group.

Additionally, these instruments provide for ratings from three perspectives: the group leader's perceptions, the group member's perceptions, and a third-party nonparticipant's perceptions. These three perspectives can thus be compared.

GROUP SOCIAL-SUPPORT CHECKLIST
LEADER & OBSERVER RATING FORM

Use this scale to code the *frequency* of SOCIAL-SUPPORT EXCHANGES.

4	3	2	1	0
Excellent	Very Good	Average	Only Fair	Very Poor

SUPPORT—ACCEPTANCE & CARING

1. ______________ Students provide each other with support and encouragement.
2. ______________ They encourage a climate of mutual respect.
3. ______________ Students really listen to each other.
4. ______________ Students encourage each other to make self-disclosures.
5. ______________ They are trusting and disclose vulnerabilities to each other.
6. ______________ Students really seem to enjoy talking to each other.
7. ______________ They help make everyone feel they belong together as a group.

HELP—MOTIVATION & PROBLEM SOLVING

8. ______________ Students praise each other when they have done something good, for example, made a good contribution or improved their work.
9. ______________ Students show a willingness to help each other.
10. ______________ Students give each other honest, straight answers to questions.
11. ______________ They demonstrate understanding of what they say to each other.
12. ______________ They offer good points of view about topics discussed.
13. ______________ Students learn from each other how to solve some of their problems.
14. ______________ They give each other needed advice or information.

OVERALL QUALITY OF SUPPORT (Acceptance & Caring): Use this scale to CIRCLE a number for the overall quality of SUPPORT provided, based on the entire class period.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

OVERALL QUALITY OF HELP (Motivation & Problem Solving): Use this scale to CIRCLE a number for the overall quality of HELP provided, based on the entire class period.

10	9	8	7	6	5	4	3	2	1
Excellent		Very Good		Average		Only Fair		Very Poor	

GROUP SOCIAL-SUPPORT CHECKLIST
STUDENT SELF-RATING FORM

PART 1: *RY* SUPPORT AND HELP YOU RECEIVED

Date: _____/_____/_____ Code #:__________________
(Month) (Day) (Year)
No. in Group:____________

Think about your experiences in *Reconnecting Youth during the past MONTH.* Then, beside each statement below, write in the number from the scale that best describes your experiences in *RY*.

Scale:

0 Never	1	2 Sometimes	3	4 Usually	5	6 Always

DURING THE PAST MONTH (30 DAYS) . . .

1. ____________ The group supported and encouraged me.
2. ____________ They respected me.
3. ____________ They really listened to me.
4. ____________ They encouraged me to open up and talk.
5. ____________ I trusted them and shared my problems.
6. ____________ I enjoyed talking to them.
7. ____________ They made me feel that I really belonged to the group.
8. ____________ They praised me for making good contributions and/or improving my work.
9. ____________ They were willing to help me.
10. ____________ They gave me honest, straight answers to my questions.
11. ____________ They understood me when I shared my feelings or problems.
12. ____________ I learned how to solve problems from the group.
14. ____________ They gave me advice or information I needed.

PART 2 : OVERALL SUPPORT AND HELP YOU RECEIVED

Now rate the *overall quality of SUPPORT*—that is, acceptance and caring from others—you RECEIVED in *RY during the past MONTH (30 DAYS).*

OVERALL QUALITY OF SUPPORT RECEIVED (Accepting & Caring)

1	2	3	4	5	6	7	8	9	10
Very Poor		Only Fair		Average		Very Good		Excellent	

Now rate the *overall quality of HELP you RECEIVED*—the actual assistance, advice, and problem solving the group offered you *during the past MONTH (30 DAYS).*

OVERALL QUALITY OF HELP RECEIVED (Motivation & Problem Solving)

1	2	3	4	5	6	7	8	9	10
Very Poor		Only Fair		Average		Very Good		Excellent	

PART 3: OVERALL SUPPORT AND HELP YOU GAVE OTHERS

Now rate your role in the *RY* group—what was the *quality of SUPPORT and HELP* you GAVE to the *RY* group *during the PAST MONTH (30 DAYS)?*

OVERALL QUALITY OF SUPPORT GIVEN (Acceptance & Caring)

1	2	3	4	5	6	7	8	9	10
Very Poor		Only Fair		Average		Very Good		Excellent	

OVERALL QUALITY OF HELP GIVEN (Motivation & Problem Solving)

1	2	3	4	5	6	7	8	9	10
Very Poor		Only Fair		Average		Very Good		Excellent	

PART 4

OUTCOME EVALUATION FOR PROGRAM GOALS

INSTRUCTIONS FOR USE AND CODING DRUG INVOLVEMENT, DEPRESSION, SCHOOL PERFORMANCE OUTCOMES

Purpose

The tools and recording devices provided in this section are designed to measure changes in the major program goals of *RY;* i.e., the degree to which group members are decreasing drug involvement and depression, and increasing the attendance, grades, and credits earned in all school classes. Tools provided here for evaluating these outcomes are:

- The *Drug Involvement Checklist*—designed to be used at the beginning, during (monthly), and at the end of *RY*. This evaluation tool serves to measure: (a) the students' pattern of drug use, (b) the range and frequency of drugs used, (c) drug control problems and consequences, and (d) the percentage change in use over the past 30 days.
- *Progress Report on Achievement*—designed to keep a record of each member's goals and grades received for each of his/her classes. Grades are entered for school records.
- *Weekly Attendance*—designed to keep a record of each student's actual classes missed.
- The *CES-D Mood Questionnaire*—designed to be used at the beginning, during (biweekly), and at the end of *RY*. This tool measures levels of depression.

Administering the Drug Involvement and CES-D Checklists

1. Review the drug involvement and CES-D checklists before administering them to the group. They are quite self-explanatory and instructions are provided.
2. It is critical to set the stage appropriately, verbally explaining the importance of these measures in keeping track of drug involvement and moods, just as we keep track of attendance and grades. Thoughtful and honest answers are important, and keeping responses strictly confidential is absolutely vital.

Recording Attendance and Achievement

1. The forms provided are one means of keeping track of individual progress toward goal achievement. Changes in attendance and grades for individual students in the group can be calculated and displayed graphically as shown on the sample form.

2. Group-level changes can then be calculated by averaging the individual changes.

Determining Changes Over Time

Plotting individual and group-level changes from pre-*RY* to post-*RY* can serve to determine the efficacy of the *RY* program for helping the group as a whole achieve the program objectives.

DRUG INVOLVEMENT CHECKLIST

This set of questions helps keep track of how you are doing with alcohol and drug-use control. There is an appropriate response for you to choose even if you do not use alcohol and/or drugs. Please answer these questions thoughtfully and honestly. Remember, your answers will be kept strictly confidential. No one else at school will ever see your responses to this questionnaire.

A. Which of the following describes your drug use during the last month (30 Days)? Circle either TRUE or NOT TRUE after each statement.

1. I did not use alcohol and/or drugs	True	Not True
2. I used alcohol and/or drugs previously but haven't used during the past month	True	Not True
3. I used alcohol and/or drugs on weekends	True	Not True
4. I used alcohol and/or drugs in the evenings during the week (Monday through Thursday)	True	Not True
5. I used alcohol and/or drugs at school	True	Not True
6. I used alcohol and/or drugs when partying with my friends	True	Not True
7. I found it hard to get through the past month without using alcohol and/or drugs	True	Not True

B. Indicate how often you used each substance during the last month (30 days). Choose your response using this scale.

0	1	2	3	4	5	6	7
Not At All	Once	2 or 3 Times	About Once/Wk	Several Times/Wk	Almost Every Day	Every Day	Several Times/Day

CIRCLE THE NUMBER on the scale that best describes your experiences.

DURING THE LAST MONTH I USED...	Not at All							Several Times/Day
1. Smoking tobacco	0	1	2	3	4	5	6	7
2. Beer or Wine	0	1	2	3	4	5	6	7
3. Hard Liquor (whisky, gin, vodka, mixed drinks)	0	1	2	3	4	5	6	7
4. Marijuana (weed, pot, grass)	0	1	2	3	4	5	6	7
5. Cocaine (coke, crack)	0	1	2	3	4	5	6	7
6. Opiates (heroin, morphine, codine)	0	1	2	3	4	5	6	7
7. Depressants (downers, etc.)	0	1	2	3	4	5	6	7
8. Tranquilizers (Valium, Librium)	0	1	2	3	4	5	6	7
9. Hallucinogens (angel dust, LSD, PCP, magic mushroom)	0	1	2	3	4	5	6	7
10. Inhaled substances (glue, gasoline, paint thinner, spray cans, white-out)	0	1	2	3	4	5	6	7
11. Stimulants (amphetamines, crystal, speed, etc.)	0	1	2	3	4	5	6	7
12. Over-the-counter drugs (Dexatrim or other diet pills, NoDoz, Nyquil)	0	1	2	3	4	5	6	7

C. How often were the following statements true for your during the past month (30 days)?

0	1	2	3	4	5	6	7
Not At All	Once	2 or 3 Times	About Once/Wk	Several Times/Wk	Almost Every Day	Every Day	Several Times/Day

CIRCLE THE NUMBER on the scale that best describes your experiences.

DURING THE LAST MONTH...	Not at All							Several Times/Day
1. There were problems between my friends and me because of my using substances	0	1	2	3	4	5	6	7
2. There were conflicts between my family and me because of my using substances	0	1	2	3	4	5	6	7
3. I usually didn't stop with just one or two drinks	0	1	2	3	4	5	6	7
4. I felt guilty about how much alcohol and/or drugs I used	0	1	2	3	4	5	6	7
5. I skipped a class because of alcohol and/or drug use	0	1	2	3	4	5	6	7
6. I used alcohol and/or drugs for fun	0	1	2	3	4	5	6	7
7. I felt supported by my parents for NOT using alcohol or drugs	0	1	2	3	4	5	6	7
8. I used more alcohol and/or drugs than I intended to	0	1	2	3	4	5	6	7
9. I used more than one drug (for example, alcohol and another drug) at the same time	0	1	2	3	4	5	6	7
10. I got sick from drinking too much	0	1	2	3	4	5	6	7

D. How much better or worse are you doing in reducing your alcohol and/or drug use as compared to one month (30 days) ago?

Circle the number on the scale below that best describes how you are doing.

-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10
100% Worse										No Different										100% Better

or . . .

I have not used alcohol and/or drugs. (check box.) ☐

E. Have you set goals to reduce your alcohol and/or drug use? (CIRCLE) YES NO

Please give and example of a goal you have set.

PROGRESS REPORT ON ACHIEVEMENT

1. My G.P.A. 1st Quarter: ____________________
2. My G.P.A. goal for end of semester: ____________________
3. My credits earned goal for this semester: ____________________
4. My classes this semester: ____________________

Classes	Reporting Times									
1. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
2. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
3. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
4. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
5. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
6. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
7. ____________________										
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Which would give you a G.P.A. of:										

4.0	4.0	4.0	4.0	4.0
3.8	3.8	3.8	3.8	3.8
3.6	3.6	3.6	3.6	3.6
3.4	3.4	3.4	3.4	3.4
3.2	3.2	3.2	3.2	3.2
3.0	3.0	3.0	3.0	3.0
2.8	2.8	2.8	2.8	2.8
2.6	2.6	2.6	2.6	2.6
2.4	2.4	2.4	2.4	2.4
2.2	2.2	2.2	2.2	2.2
2.0	2.0	2.0	2.0	2.0
1.8	1.8	1.8	1.8	1.8
1.6	1.6	1.6	1.6	1.6
1.4	1.4	1.4	1.4	1.4
1.2	1.2	1.2	1.2	1.2
1.0	1.0	1.0	1.0	1.0
0.8	0.8	0.8	0.8	0.8
0.6	0.6	0.6	0.6	0.6
0.4	0.4	0.4	0.4	0.4
0.2	0.2	0.2	0.2	0.2
0.0	0.0	0.0	0.0	0.0

As the grade reports become available, please enter them in these columns.

____
(Your Name)

WEEKLY ATTENDANCE

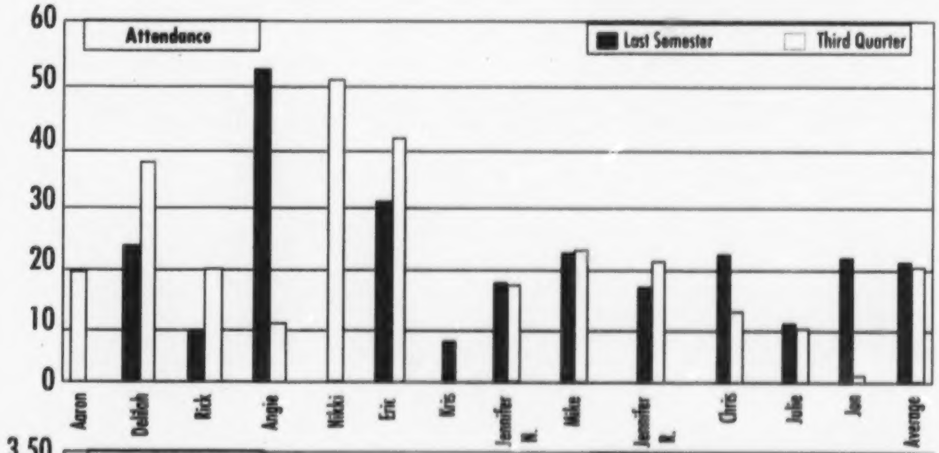
	Days	PERIODS 1	2	3	4	5	6	7		Goal for the Week	ACTUAL PERIODS MISSED	UNEXCUSSED PERIODS MISSED
Month ______										☐	______	______
										☐	______	______
										☐	______	______
										☐	______	______
Month ______										☐	______	______
										☐	______	______
										☐	______	______
										☐	______	______
										☐	______	______
										☐	______	______

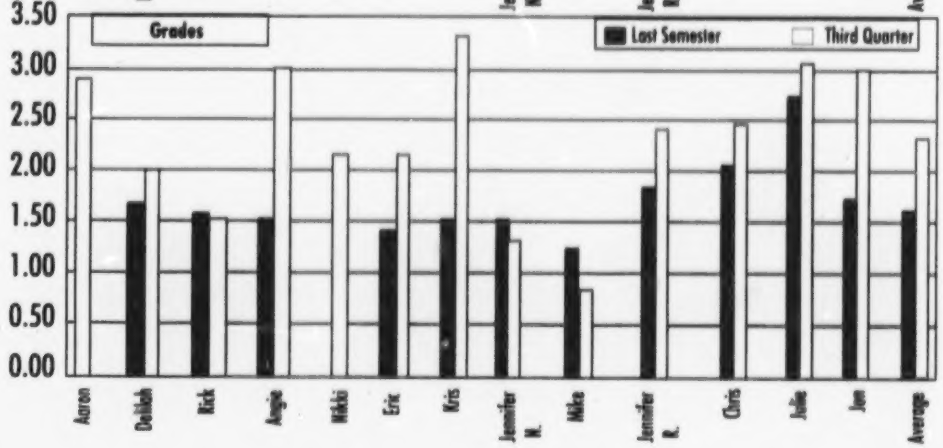
SAMPLE GRADES AND ATTENDANCE MONITORING

End of Sem. 1, 1991–92 to the end of third Quarter 1991–92

		Last Semester Attendance per Quarter	Third Quarter Attendance	Improvement	Last Semester GPA	Third Quarter GPA	Improvement
1.	Aaron		18			2.83	●
2.	Delilah	24	36		1.66	2.00	•
3.	Rick	8	19		1.66	1.50	
4.	Angie	53	10	●	1.50	3.00	●
5.	Nikki		50			2.18	●
6.	Eric	30	41		1.40	2.18	●
7.	Kris	7	0	●	1.50	3.33	●
8.	Jennifer N.	14.5	14	•	1.50	1.20	
9.	Mike	23	24		1.30	0.83	
10.	Jennifer R.	16	21		1.80	2.33	•
11.	Chris	21.5	13	●	2.08	2.33	•
12.	Julie	10	9	•	2.66	3.16	●
13.	Jon	22	1	●	1.70	3.00	●
	Average	21	20	•	1.71	2.30	•

● better by a third or more • better than last semester





CES-D Mood Questionnaire

Student's Name____________________ **Course/Instructor**____________________

Circle the number for each statement that best describes how often you felt this way *during the past week*.

During the Past Week	Rarely or None of the Time (less than 1 day)	Some or a Little of the Time (1–2 days)	Occasionally or a Moderate Amount of Time (3–4 days)	Most or All of the Time (5–7 days)
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I didn't feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I couldn't shake off the blues, even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt that everything I did was an effort.	0	1	2	3
7. I felt hopeful about the future.	3	2	1	0

CES-D Mood Questionnaire

During the Past Week	Rarely or None of the Time (less than 1 day)	Some or a Little of the Time (1–2 days)	Occasionally or a Moderate Amount of Time (3–4 days)	Most or All of the Time (5–7 days)
8. I thought life had been a failure.	0	1	2	3
9. I felt fearful.	0	1	2	3
10. My sleep was restless.	0	1	2	3
11. I was happy.	3	2	1	0
12. I talked less than usual.	0	1	2	3
13. I felt depressed.	0	1	2	3
14. People were unfriendly.	0	1	2	3
15. I enjoyed life.	3	2	1	0
16. I had crying spells.	0	1	2	3
17. I felt sad.	0	1	2	3
18. I felt that people disliked me.	0	1	2	3
19. I could not "get going."	0	1	2	3

Scoring

Add up all of the numbers you have circled. If you have circled more than one number for a statement, add only the largest number to your score.

You may notice that the numbers for your responses on four of the statements (#4, #7, #11, and #15) are listed in reverse order. This has been done on purpose, and your score will be correct if you simply add up all the numbers you have circled.

Total Score: ______

INTERPRETING THE CES-D SCORE

***RY* Leader**

The CES-D should take about five minutes for students to answer. If you are planning to collect the students' CES-D questionnaires, student anxiety may be reduced if you remind them that this part of the class is confidential, and that no one else will see their depression level.

Students can self-score the questionnaire by adding up the numbers they've circled. The total is their score. Notice that some of the questions (numbers 4, 7, 11, and 15) are scored in reverse. Students should add the numbers as they are printed on the questionnaire.

QUESTIONNAIRE SCORES:

Depression Questionnaire

1. **Average teen score is about 17**
2. **Low scores are from 9 to 23**
3. **Medium scores are from 24 to 32**
4. **High scores are from 33 to 60**

INDEX OF SESSIONS

PROBLEMS AND ISSUES

PROBLEMS/ISSUES INDEX OF SESSIONS

KEY
GS = Getting Started
SE = Self-Esteem Enhancement
DM = Decision Making
PC = Personal Control
IPC = Interpersonal Communication

ANGER

Coping Strategies

SE, Skill 2-1:	"Guided Relaxation"
SE, Skill 3:	"Interrupting Automatic Thoughts"
DM, Skill 1:	"S.T.E.P.S. to Planned Decision Making"
PC, Skill 1:	"Using S.T.E.P.S. to Control Stress"
PC, Skill 2:	"Getting Support to Control Stress"
PC, Skill 3:	"Working out Stress through Exercise & Fun Activities"
PC, Application–Mood-2:	"Changing Anger Reactions"
PC, Boosters:	"RY Relaxation Tape" "Rx for Stress" "Stress-Reduction Tips"

Evaluating

DM, Booster:	"Decision Making Styles"
PC, Focus:	"Stress Awareness"
PC, Application–Mood-1:	"Knowing Your Anger Triggers and Reactions"
PC, Booster:	"Your Stress Barometer"

Monitoring

DM, Application–Mood-3:	"S.T.E.P.S. to Improved Mood"
PC, Booster:	"Monitoring Anger"
DM, Boosters:	"The Refrigerator Door Company" "Recognition of Improvement"

ATTENDANCE

Monitoring

GS, Day 4:	"Monitoring Attendance"
DM, Application–Achievement:	"S.T.E.P.S. to Improved School Achievement"
DM, Booster:	"The Refrigerator Door Company"
DM, Booster:	"Recognition of Improvement"

Setting Goals

GS, Day 3:	"Setting Attendance Goals"
DM, Application–Achievement:	"S.T.E.P.S. to Improved Achievement"

CONFLICTS

Communicating Clearly

SE, Focus-3:	"Giving & Receiving Helpful Criticism in Group"
IPC, Focus:	"Communication Goals"
IPC, Skill 1:	"Sending & Receiving Clear Messages"
IPC, Application–Drug-Use Control:	"Saying 'No' "

Dealing with Parents

IPC, Skill 3:	"The Give & Take of Conflict Negotiation"
IPC, Boosters:	"Dealing with Parents"
	"Role-Plays for Conflict Negotiation"

Dealing with Teachers

DM, Application–Achievement-2	"Contract for Improvement"
IPC, Skill 3:	"The Give & Take of Conflict Negotiation"
IPC, Application–Achievement:	"Negotiating with Teachers"

Determining Personal Responsibility

PC, Booster: “Your Piece of the Pie”

CRITICISM

Evaluating

GS, Day 2: “Showing Care & Concern in Group”

SE, Focus: “Hugs, Not Slugs”

Giving & Receiving

SE, Focus 3: “Giving & Receiving Helpful Criticism in Group”

IPC, Focus 1: “Communicating Acceptance of Self & Others”

IPC, Skill 1: “Sending & Receiving Clear Messages”

DEPRESSION

Coping Strategies

SE, Skill 1: “Positive Self-Talk: An Affirmation a Day . . .”

SE, Skill 2-1: “Guided Relaxation”

SE, Skill 2-2: “Visualizing Group Strengths”

SE, Skill 2-3: “Visualizing Goals”

SE, Skill 3: “Interrupting Automatic Thoughts”

SE, Boosters: “Growing Self-Esteem”
“A Self-Esteem Tree”
“Coat of Arms”
“Finding the Source”
“Dip into Your Wellspring”
“Brown Bragging It”
“Singin’ the Blues”
“Pessimist vs. Optimist”

DM, Application–Mood-2: “Changing Moods”

PC, Application–Mood-2: “Working out Stress through Exercise & Fun Activities”

IPC, Application–Mood: “Strengthening Friendships & Improving Mood”

Evaluating

DM, Application–Mood-1: “Measuring Moods”

Monitoring

GS, Day 6: “Understanding & Monitoring Moods”

DM, Boosters: “The Refrigerator Door Company”
“Recognition of Improvement”

PC, Boosters: “Your Stress Barometer”
“Biodots”

Understanding

GS, Day 6: “Understanding & Monitoring Moods”

SE, Application–Mood: “Emotional Spirals”

DRUG-USE CONTROL

Evaluating Patterns

GS, Day 7: “Evaluating Drug-Use & Non-Use Decisions”

SE, Application–Drug-Use Control: “Dependency & Stress”

DM, Application–Drug-Use Control: “S.T.E.P.S. to Improved Drug-Use/ Dependency Control”

Monitoring

GS, Day 8: “Monitoring Addictive Behaviors”

DM, Application–Drug-Use Control: “S.T.E.P.S. to Improved Drug-Use/ Dependency Control”

DM, Boosters: “The Refrigerator Door Company”
“Are You Taking S.T.E.P.S.?”
“Recognition of Improvement”

Saying "No"

DM, Skill 1: “S.T.E.P.S. to Planned Decision Making”

IPC, Application–Drug-Use Control: “Saying ‘No’ ”

Seeking Support

PC, Application–Drug-Use Control: “Controlling Addictive Behaviors”

Setting Goals

GS, Day 9: “Setting Program Goals”

DM, Skill 2: “Mini-Decisions/Goals”

DM, Application–Drug-Use Control: “S.T.E.P.S. to Planned Decision Making”

PC, Application–Drug-Use Control: “Controlling Addictive Behaviors”

FRIENDSHIPS

Building Support Networks

GS, Day 2: “Showing Care & Concern in Group”

SE, Skill 2-2: “Visualizing Group Strengths”

PC, Skill 2: “Getting Support to Control Stress”

IPC, Application–Mood: “Strengthening Friendships & Improving Mood”

Helping Friends

SE, Focus-2: “Support with Hugs, Not Slugs”

DM, Booster: “What Can I Say?”

IPC, Skill 2: “Helping Friends”

IPC, Boosters: “Using Helping Skills”

“The Rescue Triangle”

Improving Friendships

IPC, Focus: “Communication Goals”

IPC, Application–Mood: “Strengthening Friendships & Improving Moods”

IPC, Booster: “Breaking the Ice”

GOAL SETTING

Attendance

GS, Day 3: “Setting Attendance Goals”

DM, Skill 2: “Mini-Decisions/Goals”

DM, Application–Achievement: “S.T.E.P.S. to Improved School Achievement”

PC, Application–Achievement: “Getting Support to Improve Achievement”

Drug-Use Control

GS, Day 9: “Setting Program Goals”

SE, Skill 2-3: “Visualizing Goals”

DM, Application–Drug-Use Control: “S.T.E.P.S. to Improved Drug-Use/ Dependency Control”

PC, Application–Drug-Use Control: “Controlling Addictive Behaviors”

Grades

GS, Day 9: “Setting Program Goals”

SE, Skill 2-3: “Visualizing Goals”

SE, Application–Achievement: “Removing Barriers to Success”

DM, Skill 2: “Mini-Decisions/Goals”

DM, Application–Achievement: “S.T.E.P.S. to Improved School Achievement”

PC, Application–Achievement: “Getting Support to Improve Achievement”

IPC, Application–Achievement: “Negotiating with Teachers”

Group

GS, Day 1: “Welcome to *RY*!”

GS, Day 2: “Showing Care & Concern in Group”

SE, Focus-1: "*RY*'s Best Self"

Mood

GS, Day 9: "Setting Program Goals"

SE, Skill 2-3: "Visualizing Goals"

DM, Application–Mood: "S.T.E.P.S. to Improved Mood"

PC, Application–Mood-2: "Changing Anger Reactions"

IPC, Application–Mood: "Strengthening Friendships & Improving Mood"

Personal

GS, Day 10: "Setting Personal Goals"

SE, Skill 2-3: "Visualizing Goals"

DM, Skill 3: "Time Management"

IPC, Booster: "*RY* Yearbook"

GRADES

Evaluating

DM, Application–Achievement: "S.T.E.P.S. to Improved Achievement"

Improving

GS, Day 5: "School Smarts: A Checklist for Improving School Achievement"

SE, Application–Achievement: "Removing Barriers to Success"

DM, Application–Achievement: "S.T.E.P.S. to Improved Achievement"

DM, Boosters: "The Refrigerator Door Company"
"Recognition of Improvement"

PC, Application–Achievement: "Getting Support to Improve Achievement"

IPC, Application– Achievement: "Negotiating with Teachers"

Monitoring

GS, Day 5:	"School Smarts: A Checklist for Improving School Achivement"
DM, Application–Achievement:	"S.T.E.P.S. to Improved Achievement"

STRESS

Evaluating

SE, Application–Drug-Use Control:	"Dependency & Stress"
DM, Application–Mood-1:	"Measuring Moods"
PC, Focus:	"Stress Awareness"
PC, Boosters:	"Biodots"
	"Your Stress Barometer"

Coping

SE, Skill 1:	"Positive Self-Talk: An Affirmation a Day . . ."
SE, Skill 2-1:	"Guided Relaxation"
SE, Skill 3:	"Interrupting Automatic Thoughts"
SE, Boosters:	"Growing Self-Esteem"
	"Action for the Day"
DM, Skill 3:	"Time Management"
DM, Application–Mood-2:	"Changing Moods"
PC, Skill 1:	"Using S.T.E.P.S. to Control Stress"
PC, Skill 2:	"Getting Support to Control Stress"
PC, Skill 3:	"Working out Stress through Exercise & Fun Activities"
PC, Boosters:	"Reinforcing Personal Control"
	"*RY* Relaxation Tape"
	"R_x for Stress"
	"Stress-Reduction Tips"

Monitoring

GS, Day 6:	"Understanding & Monitoring Moods"
DM, Application– Mood-3:	"Measuring Moods"
PC, Boosters:	"Your Stress Barometer"
	"Biodots"
DM, Boosters:	"The Refrigerator Door Company"
	"Recognition of Improvement"

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